

EDUCATIONAL RESOURCES INFORMATION CENTER

July 1972

Volume 7 Number 7

SPECIAL NOTICES
BEGINNING PAGE 305

ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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Volume 7 Number 7

July 1972

Research in Education

ED 060 227-061 464

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 013 371** **64** **AA 000 223**

Norberg, Kenneth D.

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif.**

Date published. **Spons Agency—USOE Bur. of Research**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Report No.—NDEA-VIIB-449.**

Alternate source for obtaining documents. **Pub Date—15 Apr 66**

Contract—OEC-4-16-023

Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

Descriptors—***Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.**

Identifiers—**Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.**

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

(AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 060 227 AA 000 820
Co-operative Educational Abstracting Service
(CEAS). [Abstract Series No. 1-4, 1969-1971].
International Bureau of Education, Geneva (Switzerland).

Pub Date 71

Note—619p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Abstracts, *Education, *Educational Objectives, *Educational Philosophy, *Educational Strategies, Schools

Identifiers—Australia, Brazil, Bulgaria, Denmark, Finland, France, Hungary, Iceland, India, Israel, Japan, Mexico, Nigeria, Philippines, Thailand, Union of Soviet Socialist Republics, United Arab Republic, United States, Yugoslavia

This document is a compilation of 163 English-language abstracts concerning various aspects of education in Australia, Brazil, Bulgaria, Denmark, Finland, France, Hungary, Iceland, India, Israel, Japan, Mexico, Nigeria, Philippines, Thailand, UAR, U.S., USSR, and Yugoslavia. The abstracts are informative in nature and are approximately 1,500 words long each. They are based on documents submitted by each nation to the International Bureau of Education as representative of their best and most substantial work in the field of education. The titles and institutions appear in both translation and transliteration, for documents not written in English. Series No. 1, issued in September 1968, is numbered 1-67/E--19-67/E; series No. 2, issued in March 1969, is numbered 68.1E--68.55E; series No. 3, issued in October 1970, is numbered 70/1E--70/21E; series No. 4, issued in March, May, and September 1971 is numbered 1-68. (MH)

ED 060 228 AA 000 821
Cochrane, D.

Report to Australian Vice-Chancellors' Committee on Year-Round Teaching.

Australian Vice-Chancellors' Committee on Year-Round Teaching, Canberra.

Report No—CEAS-1

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Administration, Educational Quality, *Higher Education, Organizational Change, Quarter System, *School Schedules, Staff Utilization, *Summer Schools, Trimester Schedules, *Year Round Schools

Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of a working paper that considers both the academic and financial implications of introducing year-round instruction in Australian universities. Year-round teaching may improve the quality of education, accelerate the rate of education for the existing enrollment, allow greater enrollment, and provide special courses for non-students. The present system is discussed as to its inadequacies: it begins on 9 March and consists of three terms of 10, 9, and 7 weeks respectively, with three weeks' vacation between each term. American universities are studied for purposes of comparison and guidance. A major question to be resolved is whether the summer session under any system is to be compulsory or voluntary, and consequently, whether there is to be an increase in student enrollments. Savings in time and funds are considered. There appears to be no conclusive arguments in favor of either the quarter system or the trimester system. However, it is possible that with small adjustments to equalize the lengths of present terms, the quarter system may be more readily accepted by Australian universities. An important consideration is that the distribution of staff time between research and teaching should not be changed and vacations should be staggered so that continuity of teaching is preserved while each staff member has one quarter or one term free each year. (Author/GDB)

ED 060 229 AA 000 822
Board of Teacher Education Act 1969 (No. 75 1969).

New South Wales (Australia).

Report No—CEAS-2

Pub Date Mar 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Curriculum Evaluation, *Educational Administration, *Educational Legislation, Educational Research, Governing Boards, Higher Education, Legal Responsibility, Teacher Behavior, *Teacher Certification, *Teacher Education, Universities

Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of the contents of the Board of Education Act of 1969 passed by the legislature of the Government of New South Wales, Australia. It provides for a Board of Teacher Education to consist of not less than 14 and not more than 27 members, and includes two to five representatives of bodies or institutions employing persons engaged in teaching in

prescribed institutions. The make-up of the rest of the board is prescribed; all are appointed by the Governor, upon nomination by the Minister of Education. The Board will keep a register, to be called the Register of Teachers, of persons to be registered under the act. This Act gives the Board statutory powers that it previously only had in an advisory capacity, i.e., the responsibility for reviewing the professional preparation of teachers, relationships between teachers colleges and universities, evaluation of courses of study, and the provision of courses to improve teachers qualifications. The Board has been empowered by this Act to remove, suspend or caution a person according to the severity of the offense, if his behavior is deemed improper for a teacher. (Author/GDB)

ED 060 230 AA 000 823

Hawkins, Bernard

Television in the Australian Classroom.

Australian Council for Educational Research, Melbourne.

Report No—CEAS-3

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—Quarterly Review of Australian Education; 3 (1), September 1969

Document Not Available from EDRS.

Descriptors—Abstracts, Closed Circuit Television, *Educational Television, Effective Teaching, Enrichment Programs, Statistical Surveys, *Teacher Education, Teaching Techniques, *Televised Instruction, *Television Surveys

Identifiers—ABC, *Australia, Australian Broadcasting Commission, Project Malvern

This document is an English-language abstract (approximately 1,500 words) that considers the development of educational television in Australia and its impact on the educational system. Three forms of instructional television are distinguished: (1) total teaching, in which the teaching is directly related to a prescribed course; (2) supplementary teaching, in which the teacher provides additional material for a prescribed course; and (3) related enrichment, in which matter relevant to a prescribed course is presented that is not directly available to the teacher. ETV in Australia is of types (2) and (3), and is provided by the Australian Broadcasting Commission (ABC). It includes about five percent of its program expenditures. The subjects on ETV are reviewed, and a brief history of Australian ETV is presented. The impact of educational television is evaluated, with some qualitative and quantitative

data on number of students exposed, how the teachers are trained, which materials and techniques are the most effective, and the wide spectrum of opinion held and emphasis placed by the States of Australia. The Malvern Project is described, in which closed circuit television and video tape recorders are used to develop procedures and methods so that individual schools may develop their own programs as well as use ABC telecasts. (Author/GDB)

ED 060 231 AA 000 824

Child Care Centres.

Department of Labour and National Service, Melbourne (Australia). Women's Bureau.

Report No.—CEAS-4

Pub Date Mar 71

Note—3p.; Women in Work Force Series; Booklet 7

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Child Care Centers, *Facility Requirements, Fees, Mothers, *Preschool Education, Public Support, *Statistical Data, Surveys, Working Women

Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) in which Australian child care facilities are surveyed to include those providing full-day care and therefore excludes kindergartens, play centers, nursery schools, and child minding centers that provide care for only part of the day. The document presents a breakdown of married working women by State. It states that there were 555 child care centers in 1968-69 with an attendance of about 14,000 children. The legislation, regulations, and conditions to be observed in these centers vary from State to State and even within a State. These variations in conditions are briefly noted. The fees charged and the subsidies provided are also mentioned, as well as some of the organizational structures of the centers. (Author/GDB)

ED 060 232 AA 000 825

Professional Training of the Artist.

Australian National Advisory Committee for Unesco, Canberra.

Report No.—CEAS-5

Pub Date Mar 71

Note—3p.; Australian UNESCO seminar

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Academic Standards, *Art Education, *Artists, *Curriculum Planning, Evaluation, *Professional Training, Seminars, Teacher Education

Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) describing the problems and concerns that the advisory committee had over the training of artists in Australia. The general failure of secondary schools to produce students ready for art schools is noted and remedies are suggested. The formation of an Australian Association for Art and Design Education is discussed. The present quality and standards of art education, and its content and administration in the various states of Australia are discussed and found wanting; many recommendations are made as to teacher training, examinations, travel grants, student exchange, staff interchange, course flexibility, and other matters. (Author/GDB)

ED 060 233 AA 000 826

Rechter, B.

Admission to Tertiary Studies, an Account of an Experimental Test Battery and a Proposal for Its Use.

Australian Council for Educational Research, Melbourne.

Report No.—CEAS-6

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Achievement Tests, *Aptitude Tests, Educational Testing, *Higher Education, Multiple Choice Tests, Pilot Projects, *Student Testing, *Test Construction, Testing, Test Results

Identifiers—*Australia, Australian Council for Educational Research

This document is an English-language abstract (approximately 1,500 words) that discusses an experimental aptitude test battery that measures aptitude for higher education, developed by the Australian Council for Educational Research. This battery will separate the selection of university students from the measurement of secondary school achievement. It is hoped that it will replace the present achievement-type subject-centered public external examination taken at the end of 12 or 13 years of formal schooling. The experimental battery in question permits the use of more extensive and complex material of educational relevance and includes a measure of the student's written expression. Of the first five tests produced, four were multiple-choice, objectively-scored tests in which the student was presented with material new to him selected from sources that did not form any part of the school syllabus. Field testing was carried out on matriculating students in Victoria and South Australia and on first-year teacher college students. Using this battery will allow schools to develop experimentation and diversity in teaching and assessment. (Author/GDB)

ED 060 234 AA 000 827

Report of the Committee to Review the System of Public Examinations for Queensland Secondary School Students and to Make Recommendations for the Assessment of Students' Achievements.

Queensland Dept. of Education, Brisbane (Australia).

Report No.—CEAS-7

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Achievement Tests, Curriculum Guides, Enrollment Rate, *Evaluation Methods, *Higher Education, *National Competency Tests, Retention Studies, *Secondary Education

Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) describing the findings of the Queensland Committee. The Committee reviewed the arguments in favor and against retention of the external examinations, and it was concluded that although public examinations did give incentives to learn particular things in particular ways, the Committee did not agree that a course of study would not be effectively treated by a teacher or approached by a student unless terminated by an examination of some kind. It was recommended that because the student retention rate in secondary schools is rising, the five years of secondary education should be regarded as a whole instead of two stages as at present, and that the two Boards should be replaced by a statutory board of Secondary School Studies. With regard to public examinations for the Junior Certificate, it was recommended that school assessment should replace it in 1971, and that the Senior Certificate, should be replaced in 1972. To ensure comparability of standards between schools, all schools wishing to issue certificates should accept Board moderation of their standards of assessment. Some recommendations are included regarding syllabuses. (Author/GDB)

ED 060 235 AA 000 828

Decree of the President of the UAR Concerning Act No. 16 on the Subject of Private Education; with Explanatory Note.

United Arab Republic.

Report No.—CEAS-8

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Administrator Guides, Administrator Qualifications, Arabic, *Curriculum Planning, *Educational Economics, *Educational Legislation, *Elementary Education, Financial Support, *Private Schools, *Secondary Education, Standards

Identifiers—Ministry of Education, *United Arab Republic

This document is an English-language abstract (approximately 1,500 words) describing a UAR presidential decree defining the establishment and regulation of private schools in the UAR. Private schools are defined as any non governmental

establishment principally or secondarily engaged in education, vocational training, or any other aspect of general or technical education below the university level. The curricula must be in accordance with the policies of the Ministry of Education. The proprietor of the private school must be a UAR citizen, or a citizen of another Arab state with the approval of the Minister, and must be capable of discharging the financial obligations of the school. The Act provides that every private school shall have an advisory committee for its administration and a board of management, and every secondary school must have a students' union. Local councils may grant private schools financial assistance. The Ministry may authorize certain special courses, and has the responsibility for maintaining proper standards in Arabic, Arab history, geography, and religion, Arab civics and responsibilities in society. Ownership and financial obligations are discussed in some detail. (Author/GDB)

ED 060 236 AA 000 829

Report on the Seventh Arab Teachers' Conference, 16-21 August 1969.

Ministry of Education, Cairo (United Arab Republic). Centre for Educational Documentation and Research.

Report No.—CEAS-9

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Supply, *Elementary School Teachers, *Inservice Teacher Education, International Programs, Professional Recognition, Professional Training, *Secondary School Teachers, *Teacher Education, Teacher Exchange Programs

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) summarizing the Seventh Arab Teachers' Conference. The document discusses training, status, supply and demand, international cooperation, and current trends. Primary school teachers of both sexes are trained in regional centers with courses of five years after completing the ninth grade. The centers prepare primary school teachers for grades 1 through 6. Secondary school teachers are trained either by a one year professional college attached to Ain Shams University after passing through the faculty of arts or science, or by enrolling in teaching training colleges for four years after completing secondary school. In the UAR, teachers enjoy the same status as public servants; all teachers belong to professional associations. There is a shortage of teachers in foreign languages, science and mathematics; the UAR has adopted a number of compensatory measures. There are many programs for teacher exchanges and training in foreign countries, particularly among the Arab states. Current trends emphasize expansion and upgrading of present teacher training programs; when circumstances permit, elementary school teachers are required to attend the university. (Author/GDB)

ED 060 237 AA 000 830

Mehrez, Zainab

Primary Education in the United Arab Republic, Its Development and Organization.

Ministry of Education, Cairo (United Arab Republic). Centre for Educational Documentation and Research.

Report No.—CEAS-10

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Curriculum Development, *Educational Administration, *Educational History, *Elementary Education, *Legal Responsibility, National Surveys, Parent Teacher Cooperation, *Student Evaluation

Identifiers—Ministry of Education, *United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a comprehensive survey describing the growth of primary schooling in the UAR during the 19th and 20th centuries. Different types of elementary schools were unified in 1951 into one category, and in 1953, all fees were abolished and primary certificate examinations were discontinued. Since 1956, educa-

tion has been compulsory for the first six grades; examinations were devised for admission to the next level. The Ministry of Education found it difficult to provide elementary education with existing resources, and so established morning and afternoon sessions. Efforts have been made to dispatch as many teachers as possible to rural areas. Promotion from one grade to another depends on annual marks. To better evaluate results, elementary schools are now employing methods to encourage gifted children, and give extra assistance to slow learners. For promotion to the fifth grade, passing marks must be obtained in religion, Arabic, arithmetic, and geometry. In all primary schools, parents' councils cooperate with teachers and local authorities responsible for matters of education. Curricula, administration, and laws governing education in the UAR are also discussed. (Author/GDB)

ED 060 238 AA 000 831
Ministerial Decree No. 156 of 24 September 1969
Relative to Statutes of Special Schools and
Classes.

Ministry of Education, Cairo (United Arab Republic).

Report No.—CEAS-11

Pub Date Mar 71

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrator Responsibility, Advisory Committees, Blind Children, Crippled Children, Deaf Children, *Educational Legislation, *Handicapped Children, Hospitalized Children, Mentally Handicapped, Physically Handicapped, *Special Education Teachers, *Special Schools

Identifiers—Department of Special Education, *United Arab Republic

This document is an English-language abstract (approximately 1,500 words) describing 1969 legislation in the UAR for the promotion of special schools for the mentally and physically handicapped. Tuition for these schools is free, but fees are charged for the examinations given upon graduation. Schools for the blind and deaf include boarding privileges, but day pupils are also admitted. The Department of Special Education in the Ministry of Education is responsible for planning, following up, supervising, and guiding the education of all categories of handicapped children on all educational levels within the UAR. An advisory commission for special education is also set up in the Ministry of Education. Primary school teachers in these schools are recruited from among teachers who have specialized themselves in various fields of special education. The categories of special schools are: blind, protection of eyesight, deaf, mentally retarded, and physically handicapped (attached to hospitals and sanatoria). The document discusses the various administrative and professional practices of the various special schools. (Author/GDB)

ED 060 239 AA 000 832
Law No. 79 of 28 August 1969 Relative to the As-
sociation of Teaching Professions.

United Arab Republic.

Report No.—CEAS-12

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Administration, *Educational Legislation, *Educational Planning, *Professional Associations, Professional Recognition, Standards, *Teacher Participation

Identifiers—General Association of Teaching Professions, *United Arab Republic

This document is an English-language abstract (approximately 1,500 words) which describes the law establishing the General Association of Teaching Professions in the UAR. Its membership is composed of all persons who are or have been engaged in the field of education. Its activities are integrated into the political framework of the Arab Socialist Union, and its headquarters are in Cairo. Branches of the Association exist on every level and category of educational activity. To raise the standard of the teaching profession and to safeguard its prestige are important objectives of the Association; another is to fully cooperate with the Arab Teachers' Association throughout the Arab world. A primary goal of the Associa-

tion is to participate in the planning and development of teaching methods and curricula. Members are required to take an oath of allegiance to honor the Association's rules and regulations. The document describes the administrative procedures to be followed for the terms of office, the derivation of income, the frequency of meetings, and the qualifications for membership. (Author/GDB)

ED 060 240 AA 000 833
Vassilev, C. Yanev, B.

Oboutchenieto i razvitiето na detsata postapili v outchilichte na 6 godichna vazrast. (The Education and Development of Children Enrolled at School at the Age of Six Years).

Report No.—CEAS-13

Pub Date Mar 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—Bulletin of the Academician T. Samodoumov Educational Research Inst.; Vol. XXI, Narodna Prosveta, Ed. 1968 (72p.)

Document Not Available from EDRS.

Descriptors—Abstracts, *Child Development, Comparative Analysis, *Early Childhood Education, *Educational Experiments, Elementary School Curriculum, Experimental Programs, *Medical Evaluation, *Primary Education, Teacher Education Curriculum

Identifiers—*Bulgaria

This document is an English-language abstract (approximately 1,500 words) of a Bulgarian study of six-year-old schoolchildren. Data gathered in a number of countries where children are enrolled at school at the age of six is a sound basis for analytical study; in nations where the enrollment age is seven, such as Bulgaria and the USSR, children's capabilities are often underestimated. Because of trends in the more rapid development of children due to better nutrition, technology, communications, and other factors, the traditional periodicity and stages of public education should be reconsidered. Recent experiments in Bulgaria in starting children in school at the age of six have shown many favorable results. Further experimentation is needed to arrive at the optimum curriculum. Institutions which train elementary school teachers must revise some of their courses to accommodate the younger children. Medical observations covered 190 pupils in experimental classes and 250 pupils in control classes; all the examinations were carried out both at the start and at the end of the school year. The experiment started at the beginning of the 1961/62 school year and finished at the end of the 1964/65 school year, covering the whole period of elementary schooling thus generating data concerning the long term effects of starting school at six. (Author/GDB)

ED 060 241 AA 000 834
Rollata i pravata na profsaute na outchilite v opredeljaneto na outchilchnata politika (The Role and Rights of Teachers' Unions in Educational Policy Making).

Report No.—CEAS-14

Pub Date Mar 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—Narodna Prosveta Journal; v6 p3-21 1969

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Organization, *Educational Policy, *Labor Unions, *Policy Formation, Power Structure, Teacher Associations, *Teacher Participation, Teacher Role

Identifiers—*Bulgaria

This document is an English-language abstract (Approximately 1,500 words) summarizing a report presented at an international meeting of representatives of teachers' unions held in Sofia, Bulgaria. The scientific and technical advances of recent years as well as economic and social development in certain countries places upon teachers the obligation to fight not only for their economic betterment and working conditions, but also for active participation in educational policymaking and educational organization and administration. In striving for this type of participation, teachers and their unions may draw on the principles laid down in the "Recommendation Concerning the Status of Teachers," as adopted by the special intergovernmental conference or-

ganized by UNESCO in Paris, October 1966. Surveys conducted in a number of countries reveal that there is a great deal of difference in the degree of teacher participation in policymaking. Communist countries, the free world, and the underdeveloped countries are compared for their treatment of teachers' unions. In all cases, State bodies are said to have the upper hand over teachers' unions, although in Communist countries it is felt that there is more integration between the policymakers and the unions. (Author/GDB)

ED 060 242 AA 000 835
Tatchev, Ilia And Others

Obrazovanieto v narodna republika bulgaria 1944-1969 (Public Education in the People's Republic of Bulgaria, 1944-1969).

Narodna Prosveta, Sofia (Bulgaria).

Report No.—CEAS-15

Pub Date Mar 71

Note—3p.; Summaries in Russian, English and French

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Organization, *General Education, *Higher Education, *Public Education, Secondary Education, Surveys, *Teacher Education, *Vocational Education

Identifiers—*Bulgaria

This document is an English-language abstract (approximately 1,500 words) of a survey of Bulgarian education in the postwar period. Included in the survey are discussions of pre-school education, polytechnical schools (grades 1 through 9), the teaching process, teacher training, school administration, vocational education, and higher education. The point is made that about 25% of Bulgarian students attend universities, providing the administrative and technical leadership of the nation. The principles of administration that regulate Bulgarian education are based on the concepts of unitary organization and democratic centralism. No tuition is charged for higher education; entry is by competitive examinations. The survey emphasizes the nation's emphasis on scientific and technical education, integrated with its political system and objectives. (Author/GDB)

ED 060 243 AA 000 836
Osnovi polejenia na reformata v obrazovatelната
sistema na Narodna republika bulgaria (Basic
Provisions of the Reform of the Public Education
System in the People's Republic of Bulgaria).

Bulgarian Communist Party, Sofia.

Report No.—CEAS-16

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Organization, *Educational Change, *Higher Education, Language Instruction, Mathematics Curriculum, Mathematics Instruction, Science Courses, *Secondary Education, *Teacher Education, Teacher Role, Technical Education, Vocational Education

Identifiers—*Bulgaria

This document is an English language abstract (approximately 1,500 words) of the reform provisions of the Bulgarian education system as formulated by the Bulgarian Communist Party in 1969. These reforms include the following items: access to compulsory secondary education for all; enrollment of all six-year olds; teachers to be specialized from the fourth grade on; curriculum and organizational modifications; vocational training for dropouts; reorganization of teacher training; extension of school boarding facilities; creation of new types of higher education institutions; greater administrative responsibility for senior academic staff members; greater ideological indoctrination. The complete recasting of the teacher training system will make it possible for teachers to play a greater role in implementing the above reforms. The theoretical and scientific level of the teaching is to be raised; obsolete data and details will be eliminated from courses. Mathematics, science, and language education are in need of upgrading. (Author/GDB)

ED 060 244 AA 000 837
National Policy on Education.
 Ministry of Education, New Delhi (India).

Report No.—CEAS-17; Pub-832

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Organization, *Adult Education, Agricultural Education, Athletic Programs, Correspondence Study, *Educational Change, *Educational Policy, Higher Education, Illiterate Adults, Planning, Science Education, Skill Development

Identifiers—Education Commission, *India

This document is an English-language abstract (approximately 1,500 words) summarizing Indian national policy on education, which is a statement of recommendations to the Indian parliament based on the findings of the Education Commission (1964-66). It states that a radical reconstruction of education is essential for the economic and cultural development of the country, for national integration, and for realizing the ideal of a socialist pattern of society. Among the recommendations are: free and compulsory education for all children up to 14; status for the teacher in society; development of Indian languages and literatures; equalization of educational opportunity; work experience and national service; priority to science education; emphasis on agricultural and industrial skills; encouragement of textbook writers; reform of examination content and procedures; extension of higher educational opportunities; proper space planning in educational facilities; encouragement of correspondence and part time education; liquidation of mass illiteracy; development of athletic programs; promotion of minority educational programs; uniformity of educational organization throughout the nation; increase of national budget for education to 6%. (Author/GDB)

ED 060 245 AA 000 838

Fourth Five-Year Plan, 1969-1974. Draft.

Planning Commission, New Delhi (India).

Report No.—CEAS-18

Pub Date Mar 71

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Adult Education Programs, *Educational Finance, *Educational Planning, *Educational Policy, *Enrollment Projections, Higher Education, Illiterate Adults, Primary Education, Secondary Education, Social Responsibility, Teacher Education

Identifiers—Fourth Five Year Plan, *India

This document is an English language abstract (approximately 1,500 words) of the Fourth Indian Five Year Plan Report, Chapter 15, which deals with Education and Manpower. India's tasks in providing educational facilities for children in the 6-14 age group are immense. Only about 60% of that age group are in school today. The Plan refers to this problem and offers certain remedial measures. Some detail is presented on teacher education. A substantial increase in higher education enrollment is envisioned for the period. Current literacy in India today is about 33%; a National Board of Adult Education will be set up to advise the Government on developmental programs for adult education. A National Social Service will be implemented to involve youths in programs of national development. The standards of technical education will be upgraded. Planning, administration, and evaluation will need to be streamlined. The education budget is discussed. (Author/GDB)

ED 060 246 AA 000 839

Report of the Committee on Social Science

Research.

Planning Commission, New Delhi (India).

Report No.—CEAS-19

Pub Date Mar 71

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Economics, *Facility Requirements, Financial Support, Research Criteria, Research Methodology, Research Opportunities, *Research Problems, *Social Sciences, *Student Research

Identifiers—Committee on Social Science Research, *India

This document is an English-language abstract (approximately 1,500 words) summarizing the findings of the Committee on Social Science Research. Their investigations into student research revealed that whereas there was an increasing rate of registration for a Ph.D. degree, there was a parallel high incidence of dropouts; some 80% of candidates who began Ph.D. work dropped out between 1955 and 1963. This drifting away from research was noted by the Committee to be a real problem involving a substantial waste of resources. Research in part fulfillment of degrees was found to be very mediocre in quality. Regarding faculty research, the work carried out in universities is sparse; 85% of the university departments contacted by the committee to furnish an inventory of their research work did not report. A review of the research in the individual social science disciplines revealed poor results, with economics alone showing marked progress. Some nine factors were found to have hindered the growth of social science research, the most significant being that 90% of financial support goes for natural sciences research. There is also a great shortage of trained research personnel. Very few adequate research facilities exist. There is an absence of planning and coordination, and the Committee presents its suggestions for improvement. (Author/GDB)

ED 060 247 AA 000 840

Koulutusraennekomitean mietinto (Report of the Committee for the Planning of the Structure of Education).

Committee for the Planning of the Structure of Education, Helsinki (Finland).

Report No.—CEAS-20

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Adult Education, Computer Science Education, *Curriculum Development, Curriculum Enrichment, Data Processing Occupations, *Educational Planning, *Higher Education, Planning, Program Planning

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a Finnish Committee Report for the planning of future educational needs on the university level to meet the needs of government and industry. The Finns view education as needing to be organized to meet the needs of industrial changes, both quantitative and qualitative, so that Finland may compete successfully on the international market, thus contributing to the welfare of their society. Every individual should be provided with the best opportunity to be solved. A secondary aim of education is private enlightenment. The Finnish education system should place more emphasis on data processing, methodology, and information technology; improvements are also required in foreign languages, and the arts and sciences. It was recommended that educational planning should be organized on three levels—long term perspective planning, long-term developmental planning, and middle and short-term planning. An estimation was made of the effect of changes in technology and manpower needs on the knowledge and skills the school is supposed to provide. Adult education should be better organized and produce better results. (Author/GDB)

ED 060 248 AA 000 841

Korkeakoulujen sisaisen hallinnon kehittamiskomitean mietinto (Report of the Committee for the Development of the Inner Administration of Universities and Institutions of Higher Education).

Committee for the Development of the Inner Administration of Universities and Institutions of Higher Education, Helsinki (Finland).

Report No.—CEAS-21

Pub Date Mar 71

Note—4p; Komiteamietinto, 1969; A 11

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Organization, Administrator Responsibility, *Educational Administration, Educational Legislation, Governing Boards, *Higher Education, *Student Participation, *University Administration

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a Finnish committee report that discusses the reorganization of the institutions of higher learning in regards to their internal administration. The Committee proposed legislation based on their findings; they recommended that university administrations should have greater decision-making roles; greater responsibilities for the functioning of the university should be borne by the students. In their internal affairs, universities should be autonomous. They should be governed by a council, a board of administration, department committees, and institute committees, the highest level of decision resting with the council. The chairman of the board of administration should be the university rector. Where the university has departments, their activities should be supervised by a department committee. Both faculty and students should each have equal voting privileges to elect members of the council. Further administrative details as to terms of office and qualifications are discussed in the report, which is the basis of a bill expected to become law in September 1972. (Author/GDB)

ED 060 249

AA 000 842

Malinen, Paavo

The Learning of Elementary Algebra.

Helsinki Univ. (Finland). Inst. of Education.

Report No.—CEAS-22; R-Bull-25

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Achievement Tests, Affective Behavior, *Algebra, Cognitive Ability, Comparative Analysis, Experimental Curriculum, *Experimental Schools, Mathematics Instruction, *Secondary School Mathematics, Student Testing, Teaching Techniques

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of an empirical investigation carried out in an experimental school in Finland called Alppian Yhteislyseo. The experimental group consisted of 119 pupils whose average age at the end of the experiment was 15.8 years. The experimental period in algebra started in grade 7 and lasted three school years. The pupils were divided into two groups, the one using the traditional textbook by Vaisaia, and the other using the text material developed by Malinen. Retention of material was then measured by tests. Attitudes, ability, and achievement were the factors measured by the tests. The results were factor analyzed for cognitive domain factors and for affective domain factors. In the second phase, the important variables were subjected to further analysis. In the subsequent phase, the relations between dependent variables and intervening variables were studied. The multiple correlation coefficients varied from 0.78 to 0.84 when complex algebra and marks in algebra were predicted in this system. The variables predicted most important were simple algebra and attitude variables. The importance of reasoning ability was slight and that of numerical ability insignificant. Some other results of the experiment are also described. (Author/GDB)

ED 060 250

AA 000 843

Kouluyhteistyökomitean I osamietinto (Interim Report I of the Committee for School Cooperation).

Committee for School Cooperation, Helsinki (Finland).

Report No.—CEAS-23

Pub Date Mar 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit.—Komiteamietinto 1969; A 12

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Change, Administrative Organization, Guidelines, *Legal Responsibility, Organizational Change, Secondary Schools, *Student Government, Student Participation, Student Teacher Relationship

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a report containing proposals for the organization of secondary schools, the establishment of school councils, the maintenance of peaceful working conditions and the provision of legal security. Secondary schools

should have an internal organization for dealing with activities between teachers, pupils, and others involved in school life; each group should be permitted to make suggestions and to participate in the decision-making process. The school council composed of three teachers, three students, and three members elected by the municipal council, should be the new administrative organ. Certain standards of behavior for students are proposed; teachers involved in student offenses should not be the ones to inflict penalties. A student should have the right to appeal to the school council in the event of his disagreement with the penalty inflicted by the headmaster. Other matters included in the report include abolishing the grade in carelessness, changes to the punishment book, expulsion of students, pregnant students, school social workers, and other matters. (Author/GDB)

ED 060 251

AA 000 844

Adaralege, Adeniji, Ed.

Report of the National Curriculum Conference, 8-12 September, 1969.

Nigeria Educational Research Council, Lagos.

Report No.—CEAS-24

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED060227)

Document Not Available from EDRS.

Descriptors—Abstracts, Community Services, Curriculum Development, *Curriculum Planning, Educational Objectives, *Educational Philosophy, Elementary Education, Ethical Instruction, Higher Education, *Moral Values, Secondary Education, Teacher Education, Teacher Role, Universities, Womens Education
Identifiers—Educational Research Council, *Nigeria

This document is an English-language abstract (approximately 1,500 words) of the report generated by the National Curriculum Conference organized by the Nigeria Educational Research Council, as part of its search for an appropriate philosophy of education for Nigeria. The needs of youth, the needs of society, and the substance of the curriculum were the three main categories discussed at the conference. A national philosophy of education was discussed and enunciated. Four general goals were proposed: (1) the inculcation of right values, (2) the training of the mind about the world, (3) the acquisition of appropriate skills; and (4) the acquisition of relevant data. A paper on the purpose of elementary education identified the social foundations of any meaningful education and urged greater emphasis on moral education. For the new Nigerian secondary schools, diversification of curriculum, encouragement of self reliance, and training to think independently were all expressed goals. The functions of a Nigerian university should be research, teaching, criticizing national policy and contributing to it, and community service. The teacher was seen as the key person in the entire scheme. Women's education is sought on an equal level with that of men. It was generally agreed that educational systems had failed to train for the good life. (Author/GDB)

ED 060 252

AA 000 845

VIII Asamblea Nacional Plenaria del Consejo Nacional Tecnico de la Educacion, Mexico, 29 julio-2 agosto 1969 (Informe Final) (Eighth National Plenary Assembly of the National Technical Council for Education, Mexico, July 29-August 2, 1969. Final Report).

Consejo Nacional Tecnico de la Educacion (Mexico).

Report No.—CEAS-25

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED060227)

Document Not Available from EDRS.

Descriptors—Abstracts, Adult Education Programs, *Curriculum Planning, *Educational Change, *Educational Legislation, *Educational Planning, Higher Education, Mass Media, Occupational Guidance, Preschool Education, Primary Education, School Community Relationship, Secondary Education, *Teacher Education

Identifiers—*Mexico

This document is an English-language abstract (approximately 1500 words) summarizing the work of the Plenary Assembly and its four work

sessions: doctrine and legislation, educational system and national development, educational planning, and interrelations between home, school and community. Decentralization was the major theme of the first section; also, a redefinition of the nature of administrative posts, and other administrative problems were discussed. The second section of the report states that the educational system should duly respond to the transformation of society caused by technological and scientific changes. All levels of education were surveyed for their inadequacies and recommendations made for improvement. The third section recommends that the report by the National Commission for Integral Educational Planning covering a period up to 1980 should be adopted. Increased opportunities for school guidance and counselling were suggested by the fourth section, including use of television. (Author/GDB)

ED 060 253

AA 000 846

La reforma educativa y las reformas a la administracion (Educational Reform and Reforms in Educational Administration).

Academia Mexicana de la Educacion (Mexico).

Report No.—CEAS-26

Pub Date Mar 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED060227)

Journal Cit—El Maestro, Mexico; n2 p21-38 Aug 1969

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Organization, Decentralization, *Educational Administration, *Educational Change, *Educational Planning, Federal State Relationship, *Organizational Change, Regional Programs, *State Action

Identifiers—Mexican Academy of Education, *Mexico

This document is an English-language abstract (approximately 1500 words) summarizing a report presented to the Eighth National Plenary Assembly of the National Technical Council for Education by the Mexican Academy of Education, a private association of teachers. It recommended the adoption of four basic educational administrative reforms by the Mexican Ministry of Education: (1) decentralization of the administration of education and the creation of regional directing bodies; (2) transfer to the Directores-General, all located in the capital, responsibility for all technical questions specific to the various types of education; (3) establishment of a staff level permanent agency for educational planning; and (4) action for the repeal of the Organic Law on Public Education. The permanent planning organism is conceived of as a data gathering, research, supervisory, and counselling unit serving the executive authority. The decentralization proposal should result in each State participating in planning its curriculum in accordance with its local needs, and the results on the Federal level would necessarily be more realistic, both educationally and financially. (Author/GDB)

ED 060 254

AA 000 847

Leon Pacheco, Tomas

La estadística en el planeamiento educativo (Statistics in Educational Planning).

Report No.—CEAS-27

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED060227)

Journal Cit—El Maestro, Mexico; n3 p49-91 Aug 1969

Document Not Available from EDRS.

Descriptors—Abstracts, *Definitions, Educational Planning, *Elementary Education, Military Science, Physical Facilities, Primary Education, *Secondary Education, Statistical Data, *Teacher Education, *Technical Education

Identifiers—*Mexico

This document is an English-language abstract (approximately 1500 words) summarizing the author's definitions of the principal physical and human characteristics of elementary and secondary education as presently constituted in Mexico so that school personnel may comply with Mexican regulations that force them to supply educational statistics. For this purpose, he has taken into account the UNESCO Manual of Educational Statistics and the Basic Statistics for Educational Planning of the Inter-American Institute

of Statistics. The primary (elementary) school is defined in terms of its objectives and functions. Rural schools, school buildings, types of financing, secondary education, technical, industrial, and commercial schools, institutes of technology, qualification-oriented training, aesthetic education, military education, and teacher training are all defined and briefly discussed. (Author/GDB)

ED 060 255

AA 000 848

Jimenez Lozano, Blanca And Others

Nuevo enfoque de la enseñanza de las matemáticas en el nivel de primaria (A New Approach to the Teaching of Mathematics at the Primary School Level).

Instituto Nacional de Pedagogia (Mexico).

Report No.—CEAS-28

Pub Date Mar 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED060227)

Document Not Available from EDRS.

Descriptors—Abstracts, Curriculum Development, Educational Research, *Elementary School Mathematics, *Experimental Programs, Experimental Teaching, Grade 1, Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Performance Specifications, Post Testing, *Teaching Techniques
Identifiers—Bruner (Jerome), *Mexico, Piaget (Jean)

This document is an English-language abstract (approximately 1500 words) of a new approach to the teaching of mathematics in Mexican elementary schools. Three aspects of mathematical reform are discussed: (1) syllabus content; (2) teaching methods; and (3) the question of introducing the pupil to modern mathematics at the earliest possible stage in his education. The principle of introducing the student to modern mathematics at an early stage has stood the test of experience, as pioneered by Jerome Bruner and Jean Piaget. The project is considered experimental and progressive in nature, and its results should be applied gradually. The second part of the document gives a stage by stage account of the research project. During the second stage, training was given to the team of teachers assigned to the project. The success of the experiment was due to the close cooperation of both technical and administrative authorities and the teachers. The students' work book proved to be an effective learning aid, and their interest was simulated. Tests had to be devised for objective evaluation. (Author/GDB)

ED 060 256

AA 000 849

Guia para la enseñanza de la Lengua Nacional (segundo año) (A Guide to the Teaching of the National Language (second year)).

Instituto Nacional de Pedagogia (Mexico).

Report No.—CEAS-29

Pub Date Mar 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED060227)

Document Not Available from EDRS.

Descriptors—Abstracts, Audiovisual Aids, Composition (Literary), Language Aids, Language Development, *Language Enrichment, Language Guides, *Language Instruction, Modern Language Curriculum, Oral Communication, Primary Education, Reading Instruction, *Spanish, Writing Skills
Identifiers—Camilli, Maillo, *Mexico, Picard, Salotti Tobar

This document is an English-language abstract (approximately 1500 words) of a guide based on the results of experiments conducted by the Instituto Nacional de Pedagogia in its pilot school and other schools in Mexico, D. F. The foreword points out that there are two aspects of language teaching in elementary schools—the first year class to read and write, and from then on to increase the child's command of the language. The second year class is a transitional period between the study of reading and writing and the study of the language from the grammatical point of view, as well as composition and spelling. For the preparation of the guide, certain foreign pioneer efforts were drawn upon, such as Maillo, Camilli, Salotti-Tobar, and Picard. Emphasis is laid on the need to encourage both guided and spontaneous children's conversations, with the teacher providing correct use of the language. No less importance is given to reading in all its forms, such as "expressive reading". The guide compares the

traditional approach to learning Spanish with the more contemporary natural, flexible one. Audiovisual aids and evaluation are also discussed in the guide. (Author/GDB)

ED 060 257 AA 000 850
Relaciones Culturales de Mexico: Convenios de Intercambio Cultural y Asistencia Técnica (Mexican Cultural Relations: Cultural Exchange and Technical Assistance Agreements).

Secretaría de Relaciones Exteriores (Mexico).
Report No.—CEAS-30
Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED060227)
Journal Cit—El Maestro, Mexico; n9 p9-60; n10 p43-83; n11 p22-44 Nov-Dec 1969

Document Not Available from EDRS.

Descriptors—Abstracts, *Athletics, Cooperative Programs, *Cultural Exchange, Exchange Programs, *Foreign Relations, Interinstitutional Cooperation, Interlibrary Loans, International Programs, Library Cooperation

Identifiers—Belgium, Central America, Israel, Latin America, *Mexico, Peru, Soviet Union

This document is an English-language abstract (approximately 1500 words) describing briefly Mexico's cultural relations with 23 nations with which she has cultural exchange agreements. The reasons for cultural exchange are stated, such as the belief that cultural relations promote good relations among nations. The agreements concluded between Mexico and the other nations of Latin America are based on further strengthening their common linguistic, social, cultural, and spiritual bonds. The agreement with the Soviet Union tends to emphasize science, technology, and sport; the one with Peru emphasizes a mutual interest in pre-Columbian archaeology and folklore; the one with Belgium lays heavy stress on cooperation between universities, laboratories, libraries, and museums. With the nations of Central America, it is more in the area of economic growth through technical assistance that agreements are concluded. The agreement with Israel is within the framework of multilateral projects. The promotion of the free flow of information, documents, scholarships, experts, scientific expeditions, and all the other things that compromise cultural exchange are noted in this document. (Author/GDB)

ED 060 258 AA 000 851
Podgorci, Ivica

Na Putu Od Drazne Do Samoupravne Skole (On the Road from State to Self-Governing School).

Report No.—CEAS-31

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED060227)

Journal Cit—Prospects and experience in school reform, Zagreb; n4 p1-9 1969

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Change, Administrative Organization, *Decentralization, Evaluation, *Incentive Systems, Labor Unions, *Salary Differentials, *Student Participation, *Teacher Salaries

Identifiers—*Yugoslavia

This document is an English-language abstract (approximately 1500 words) of an article by a Croatian discussing certain reforms in educational administration in the Socialist Republic of Croatia. The author starts by discussing education against the background of the new Yugoslav social and economic order. To comply with these trends, he insists that self-government must be brought in more rapidly and more vigorously, so that labor organizations in the educational field may enjoy the same status as those in other fields. Self-government is already fairly widespread in Croatian elementary education, with favorable results. Self-government in schools should include the participation of students. Salaries will be based on job performance, rather than on the number of teachers and pupils in a school. The financing of these administrative changes are described. The results of experimental schemes in Croatian education are being thoroughly evaluated both quantitatively and qualitatively. The author gives his answer to the question, "What can be expected of such an evaluation when the system has experienced the economic realities." He feels that this new incentive system results in better education. (Author/GDB)

ED 060 259 AA 000 852
Zakon o Visokom Školstvu (The Higher Education Act).

Department of Education and Culture of the SRS (Yugoslavia).

Report No.—CEAS-32

Pub Date Mar 71

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED060227)

Journal Cit—Objave (Ljubljana); n2-3 p32-41 1969

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Change, Administrative Policy, Administrator Responsibility, Art Education, *Educational Administration, *Educational Legislation, *Higher Education, Organizational Change, Science Education, *Student Participation, *Tenure

Identifiers—Yugoslavia

This document is an English-language abstract (approximately 1500 words) of the Higher Education Act, the result of the development of higher education in Yugoslavia in 1968 and 1969. Some institutions were abolished, while others were merged. More student participation was provided for in the Act. The Act allows higher education institutions to group together to form associations, which are corporate bodies with legal status. Higher education institutions are responsible for the training of scientific research personnel, but are also expected to stimulate artistic endeavors. The course of study normally lasts four years at universities and art academies, and two years at colleges; requirements for both undergraduate and graduate degrees may be determined by each institution. The ranking of academic staff, the terms of office, the age limits, and other personnel qualifications are discussed in the Act. Some of the administrative functions of the various councils are discussed. The Act includes a separate section on the University of Ljubljana concerning its organization, administration, responsibilities, budget, and faculty. (Author/GDB)

ED 060 260 AA 000 853

Veselica, Marko And Others

Društveno-ekonomski odnosi i položaj obrazovanja u uvjetima razvoja samoupravljanja u Jugoslaviji (Socio-economic Relations and the Position of Education in the Conditions of the Development of Self Management in Yugoslavia).

Report No.—CEAS-33

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Budgets, *Decentralization, *Economic Development, Educational Economics, Educational Finance, *Educational Planning, *Elementary Education, Income, Skill Development, Socioeconomic Status

Identifiers—*Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of a survey article discussing the position of education amidst new trends in Yugoslavia of socio-economic conditions toward greater self-management. The work has four parts: (1) the socio-economic functions of elementary education in conditions of developed production and workers self management; (2) the law of values favors optimum structuring of the Yugoslav economy; (3) the critical economic situation of education and its consequences; and (4) the parts of the socio-economic system which have acted as a brake on education and inhibited the welding of economics and education into a single, integrated process. In conclusion, the authors do not claim to have dealt in detail with practical applications; their sole aim was to construct the broadest possible theoretical platform. The work emphasizes conditions of progressive economic self-management as the greatest hope for improving education in Yugoslavia. (Author/GDB)

ED 060 261 AA 000 854

Zakon o Finansiranju odgoja i obrazovanja u Socijalističkoj Republici Hrvatskoj (Law on the Financing of Training and Education in the Socialist Republic of Croatia).

Report No.—CEAS-34

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—Prosvjetni Vjesnik, Zagreb; n8 1969

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Change, Administrator Responsibility, Budgets, *Educational Administration, *Educational Economics, Elementary Education, Financial Policy, Financial Support, Fiscal Capacity, Higher Education, *Laws, *Legislation, *School District Autonomy, Secondary Education

Identifiers—Socialist Republic of Croatia, *Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of a new law passed by the Croatian Parliament on Nov. 1, 1969 for financing training and education. It provides for local decisions on budgeting funds for education. The framers of financial policy are responsible for raising it, which will make it more effective. Training and educational institutions will acquire funds needed for their operation on the profit-sharing principle. The new system of financing makes it possible to develop training and education as an integral part of unified social labor. The second chapter deals with the financing of elementary education; these funds are to be administered by the local Association for Financing Elementary Education, made up of all the people in the area who have the right to vote. The third chapter deals with financing secondary and higher education; these funds are the responsibility of the Associations for Financing Further Education. The clauses in the fourth chapter regulate relations between those providing the funds and the recipient institutions. (Author/GDB)

ED 060 262 AA 000 855

Rezolucija o razvoju vaspitanja i obrazovanja na samopravnoj osnovi (Resolution on the Development of Training and Education Under Self-Management).

Report No.—CEAS-35

Pub Date Mar 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—Revija školstva i prosvetna dokumentacija, Beograd; n1 p4-20 1970

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Change, *Decentralization, *Educational Administration, *Educational Legislation, Educational Objectives, *Higher Education, Labor Standards, *School District Autonomy, Secondary Education

Identifiers—Educational and Cultural Council of Nationalities, Federal Parliament, *Yugoslavia

This document is an English-language abstract (approximately 1,500 words) reflecting the contents of a resolution adopted by the Yugoslav Parliament on the development of training and education in the spirit of self-management trends in the Federal Republic. The resolution constitutes a general Federal Act in which are expressed the principles governing future educational and training developments. The practical realization of the system and the actual organization of the successive stages of education remains the responsibility of each constituent republic. The following five chapters constitute the resolution: (1) past evolution of the educational system; (2) material conditions required to ensure a fuller realization of the social role of training and education and their integration into the socio-economic system; (3) the right of workers to wield more influence over all social aspects of their labor; (4) the changes that will have to be made if all levels of education are to progress; and (5) the need for profound changes in and constant improvement of higher education. (Author/GDB)

ED 060 263 AA 000 856

O merah po dal'nejšemu ulucseniju podgotovki kvalificirovannyh rabotch v ucebnyh zavedenijah sistemy professional'no-tehnicheskogo obrazovanija (Decree Concerning Measures for Further Improvement of the Training of Skilled Workers in the Establishments of the Vocational and Technical Education System) (April 2, 1969).

Communist Party of the Soviet Union, Moscow. Central Committee.; USSR Council of Ministers, Moscow.

Report No.—CEAS-36

Pub Date May 71

Note—6p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Administrative Change, *Administrative Organization, Administrator Responsibility, *Communism, Curriculum Development, *Educational Legislation, On the Job Training, Technical Institutes, Vocational Development, *Vocational Education, *Vocational Education Teachers

Identifiers—Council of Ministers, *Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a decree issued by the Soviet Government to upgrade the system of vocational and industrial training in the USSR. It claims that vocational and technical educational establishments should gradually be transformed into vocational-technical colleges offering a 3-4 year course combining specialized vocational training with secondary education for graduates of 8-year general schools. Before the promulgation of the decree, 156 establishments had already been reorganized along these lines, but only on an experimental basis. The task of training skilled workers over the next few years will continue to be that of the conventional vocational colleges. On-the-job training will be stressed more in the future. The decree embodies measures for greater Communist indoctrination of students. Many organizational and staff changes are seen in revamping the system. An increase in the need of technical instructors will require a parallel increase of programs and facilities. Refresher courses are planned for faculty members. (Author/GDB)

ED 060 264 AA 000 857

Ogorodnikov, I. T.

Uchebnoe posobie dlja studentov pedagogicheskikh institutov (Manual for Students of Teacher Training Institutes).

Report No.—CEAS-37

Pub Date May 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Organization, Budgets, *Communism, Cultural Enrichment, *Educational Theories, *Methodology, Physical Education, Secondary School Teachers, *Student Organizations, Student Participation, *Teacher Education, Teaching Methods

Identifiers—Komsomol, Marxism Leninism, Pioneers, *Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a book recommended for publication by the jury of the open competition for educational manuals to be used in teacher training institutes; it is designed for the Soviet educational theory course for general secondary school teachers. The five chapters deal with the subject and method of educational science; development and education; the aims and tasks of Communist education; general, polytechnical, and vocational education; and the public education system. Soviet educational science treats education as an objective, natural phenomenon arising from the circumstances of social development, guided by Marxist-Leninist philosophy. Considerable space in the book is devoted to teaching methodology, including its history and theory. One chapter concentrates on curricula, syllabuses, and textbooks. The learning process is discussed as a process of perception, comprehension, and reinforcement of knowledge. The fourth part deals with the organization and welfare of the school community and Young Communist organizations. Administration and budget round out the manual. (Author/GDB)

ED 060 265 AA 000 858

Batysev, S. J. And Others

Voprosy professional'noj pedagogiki (Aspects of the Theory of Vocational Education).

Report No.—CEAS-38

Pub Date May 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Educational Theories, *Engineering Education, On the Job Training, *Psychological Characteristics, *Skilled Occupations, *Technical Education, *Vocational

Education, Vocational Education Teachers, Vocational Interests, Vocational Schools

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (Approximately 1,500 words) of a book by several Soviet authorities on vocational and technical education. The five sections of the book deal with general aspects of vocational and technical training; the theory of vocational training; psychological aspects of vocational training; basic instructional principles of industrial training; aspects of education in vocational-technical schools; vocational and technical training of workers on the job. The first section contains a brief historical survey of the system for the training of skilled workers in the Soviet Union, describing the rapid growth of the network of schools due to the nation's industrialization. Methods of making the student technically-minded are discussed in the psychological section. Various labor processes are classified from the teaching aspect. One section is devoted to developing the students' interest in their jobs to develop a creative attitude toward their work. The last section describes the system of on-the-job vocational and technical training for workers, with reference mainly to engineering industries. (Author/GDB)

ED 060 266 AA 000 859

Ob osnovnykh napravlenijah dejatel'nosti Akademii pedagogicheskikh nauk SSSR (Degree Concerning the Main Lines of the Activity of the USSR Academy of Pedagogical Sciences, 21 February 1969).

USSR Council of Ministers, Moscow.

Report No.—CEAS-39

Pub Date May 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit.—Sovetskaja pedagogika, Moskva; n4 p3-5, 1969

Document Not Available from EDRS.

Descriptors—Abstracts, Educational Attitudes, Educational Demand, *Educational Improvement, *Educational Legislation, Educational Methods, *Educational Objectives, Educational Planning, Educational Principles, Educational Psychology, *Educational Research, Educational Resources, Science Education, *Teacher Education

Identifiers—*Union of Soviet Socialist Republics, USSR Academy of Pedagogical Sciences

This document is an English-language abstract (approximately 1,500 words) of a summary of the contents of a decree covering the education objectives, theories, research, and future legislation as envisioned by the Soviet Academy of Pedagogical Sciences. Although the decree praises the outstanding past achievements of the Soviet education system, it discusses the serious shortcomings of the system also. The present state of educational research is considered inadequate to meet current needs. There are serious shortcomings in the training of teachers. In the Soviet scheme and philosophy, education has the highest priority, and of course extremely heavy demands are made upon it. The decree envisages a considerable enlargement of the sphere of activity of the USSR Academy of Pedagogical Sciences—it will be responsible for coordination of research in educational theory, educational psychology, development physiology, data gathering about education domestic and foreign, and educational research in the Soviet republics. Measures are being taken to increase the number of research students and to raise the standards of teacher training. Input from teachers in evaluating educational theory and practice should expand greatly to assist meaningful analysis. (Author/GDB)

ED 060 267 AA 000 860

Boldyrev, N. I. And Others

Pedagogika. Uchebnoe posobie dlja studentov pedagogicheskikh institutov (Education. Manual for Students of Teacher-Training Institutes).

Academy of Pedagogical Sciences of the USSR, Moscow.

Report No.—CEAS-40

Pub Date May 71

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Communism, Educational Attitudes, Educational Improvement, Educational Objectives, Educational

Philosophy, Educational Planning, *Educational Theories, Ethical Instruction, *Moral Values, *Teacher Education

Identifiers—Academy of Pedagogical Sciences, *Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a manual for student teachers covering three main areas—(1) general bases of the science of education; (2) the theory of education and instruction; and (3) the theory of character education. The reasons for certain educational phenomena are discussed. Soviet educational science is based on the Marxist-Leninist doctrine of Communist education. The methodology of education with all its subtle consequences is discussed on many levels of interest. The links between education and other sciences are demonstrated. The social and genetic factors influencing education are taken into account. The aims and tasks of Communist education are defined and discussed. The second section deals with a wide range of questions of the theory of education and instruction as it is practiced in the Soviet education system. Character education is considered of paramount importance in the Soviet Union, and extensive use is made of allied disciplines in arriving at conclusions in this realm—philosophy, psychology, sociology, and the physiology of the higher nervous system. The manual devotes a great deal of attention to questions of moral education. (Author/GDB)

ED 060 268 AA 000 861

Zinov'ev, S. I.

Uchebnyj process v sovetskoy vysshej skole (The Process of Instruction in Soviet Higher Education).

Report No.—CEAS-41

Pub Date May 71

Note—4p.; Higher School Publishing House, Moscow; 356p. 1958

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Communism, Correspondence Courses, Educational Objectives, *Educational Theories, Effective Teaching, *Higher Education, Instructional Technology, Programmed Instruction, *Specialization, *Teacher Education, Teacher Improvement, Teaching Methods, Teaching Techniques

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a book intended for research students and new teachers in higher educational establishments. Discussion of important problems of the theory of instruction in higher schools is followed by suggestions for solving problems and for further research. The reader is cautioned against ready-made, dogmatic attitudes on the subject, and stress is laid on the importance of creative approaches in education. Eight principles are laid down for the process of instruction: (1) instruction must be inspired by Marxist-Leninist ideology; (2) theory must be combined with practice and practical experience with learning; (3) specialists must be trained systematically and consistently; (4) students must be trained to adopt a conscious, active, and independent approach to study; (5) students must learn to combine individual study with group work; (6) abstract reasoning must be combined with concrete demonstration; (7) knowledge must be thoroughly assimilated; and (8) scientific knowledge must be made accessible. The book concludes with discussions of correspondence courses, programmed instruction, industrial practices, and teaching specialized subjects. (Author/GDB)

ED 060 269 AA 000 862

Sorokova, E. V., Ed.

Metodologicheskie i teoreticheskie problemy psichologii (Methodological and Theoretical Problems of Psychology).

Report No.—CEAS-42

Pub Date May 71

Note—7p.; Science Publishing House, Moscow; 376 p. 1969

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Behavioral Science Research, *Communism, Individual Psychology, Psychological Evaluation, Psychological Patterns, Psychological Studies, *Psychology, Psychophysiology, Research Methodology

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a collective work, written mainly by researchers of the Philosophical Problem of Psychology, Section of the Institute of Philosophy of the USSR Academy of Sciences. It describes, analyzes, and illustrates by reference to the most recent developments, the principal methodological principles that have determined the progress of psychology in the Soviet Union in the past few decades. Sorohova begins with an article entitled "The principle of determinism in psychology," that contains a close analysis of the fundamental methodology of Soviet psychology—how the environment influences the hereditary structure of the individual. Ancyferova writes about "Principle of the unity of consciousness and action and the methodology of psychology," which states that man's activities determine the formation of his consciousness, psychological process and characteristics, while these latter, since they regulate his activities, are a pre-condition for their effective fulfillment. The other articles are in a similar vein, since Soviet psychology is of the behaviorist school. (Author/GDB)

ED 060 270 AA 000 863
Obsuzdajutsja metodologicheskie problemy pedagogiki (Discussion of the Methodological Problems of Science of Education).

Report No.—CEAS-43
Pub Date May 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit.—Sovetskaja pedagogika, Moscow, n3,4,6 1969

Document Not Available from EDRS.

Descriptors—Abstracts, *Communism, *Educational Research, *Educational Theories, Environmental Influences, Ethical Instruction, *Methodology, *Methods Research, Moral Values, Sex Education

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a collective report of discussions held by the Soviet Academy of Pedagogical Sciences on the methodological problems of the science of education. The task of the meeting was to evaluate and analyze the current status of the question, to define the basic methodological problems needing to be treated in the near future, to analyze the experience gained in the application of modern methods to educational research, and to suggest ways of improving them. The tone of the discussion was set by the first paper which offered the framework of dialectical materialism as the basis for scientific investigation of educational phenomena. It was admitted that many of the problems raised by educational theory and methodology had yet to be solved by the experts. The Communist system of upbringing was stressed as the key to character building, for it supposedly paralleled scientific social and biological evolution. Soviet educational theory attaches the utmost importance to the study of the teacher's experiences. Sex education, heredity vs. environment, instructional effectiveness, and source study were among the topics discussed. (Author/GDB)

ED 060 271 AA 000 864
Teacher Education in Queensland. Report of the Committee Appointed to Review Teacher Education in Relation to the Needs and Resources of Queensland.

Queensland Dept. of Education, Brisbane (Australia).

Report No.—CEAS-44

Pub Date May 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Curriculum Development, Educational Administration, Elementary School Teachers, Higher Education, Inservice Teacher Education, Personality Assessment, Physical Characteristics, Secondary School Teachers, Student Teacher Ratio, *Teacher Certification, *Teacher Education, *Teacher Education Curriculum

Identifiers—*Australia, Queensland

This document is an English-language abstract (approximately 1,500 words) of a report by the teacher education review committee of Queensland discussing teacher education in relation to the needs and resources of Queensland, with

recommendations for the future. Also discussed are the quality and supply of teachers with regard to entrance requirements, facilities, courses, degrees, and recruitment. The committee recommended that selection for teacher education courses should consider academic qualifications, personality factors, and physical attributes. Primary teachers are trained in teachers' colleges, which will have completed the transition to three year courses by 1971. Statistics are presented in the report noting teachers in training, teacher/student ratio, number of vacancies, and other projections. The Committee also recommended that awards should be made at the conclusion of the teacher training course. In-service education is needed at all levels of the system and in a wide range of activities associated with curriculum revision, school organization, and administration to maintain progressive development. (A limited number of copies of this report are available from: Department of Education, Brisbane, Queensland, Australia.) (Author/GDB)

ED 060 272 AA 000 865
Horne, B. C. Wise, B.
Learning and Teaching in the CAEs, 1969. Volume I, II, and III.

Australian Council for Educational Research, Melbourne.

Report No.—CEAS-45

Pub Date May 71

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Business Education, *Course Objectives, Educational Research, Engineering Education, Evaluation Techniques, *Higher Education, Statistical Data, Student Evaluation, *Student Interests, *Teacher Education, *Teaching Techniques, *Vocational Education

Identifiers—Advanced Education Colleges, *Australia

This document is an English-language abstract (approximately 1,500 words) of a study by the Australian Council for Educational Research (Commonwealth Advisory Committee on Advanced Education) responding to the stated purposes of the project to study the explicit and implicit objectives of the courses, the nature and extent of their content, how and by whom they are determined, how they are subdivided into years, how instruction influences learning, procedures used in evaluation of student performance, and weak and strong learning conditions. It was found that many colleges had not clearly defined their role in higher education, with a general lack of clearly defined objectives on the department level. A critical examination of course class hours should be made to reduce them, particularly in engineering and business administration. Prior to this study, no information was available on college students and their characteristics. Many instructors had never taken a course in teacher training. There is a trend towards continuous progress assessment, preferred by both students and instructors over the end of year examination only. Consideration of part-time students showed that in many cases courses were not geared to their special needs. Volumes I and II contain the report and the appendices, and are obtainable from the Australian Council for Educational Research for Aus. \$5.00, plus .50 postage. Volume III, containing additional student data, is not for sale; applications for this volume should be made to Director, Australian Council for Educational Research. (Author/GDB)

ED 060 273 AA 000 866
Grebelsky, Ora
From Illiteracy to Literacy.

Report No.—CEAS-46

Pub Date May 71

Note—5p.; Keter Publishing House, Jerusalem (Israel); 120p. 1970

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Adult Basic Education, Adult Education Programs, Adult Literacy, Functional Illiteracy, *Illiterate Adults, *Literacy Education, Motivation, Research Needs, Statistical Data, *Teacher Education, *Teaching Methods

Identifiers—*Israel

This document is an English-language abstract (approximately 1,500 words) of a study about the world's illiteracy. The writer recalls that the gap between underdeveloped and industrial nations is particularly wide in the field of education. About two fifths of the world's adult population, nearly 800 million people are unable to read or write. The rate can be as high as 80% in backward countries, while it is insignificant in most highly developed nations. Many literacy campaigns have failed because they were confined to teaching the rudiments of reading and writing without consolidating this knowledge through functional and continuous instruction. In Israel, there has been a lot of activity in the field of making new immigrants from undeveloped countries literate. Research into preferred methods has been sponsored by UNESCO in several countries such as Morocco and Brazil. Many nations have long maintained schools for adults, such as the USSR and China. An analysis of the motivation of illiterates to learn to read and write shows that obtaining employment is not their only motivation for becoming literate, but they also want to have more knowledge, help their children, and enjoy their leisure more. Specialized teacher training in dealing with adult illiterates produces favorable results. More research is needed in adult education. (Author/GDB)

ED 060 274 AA 000 867
Kanil, Soshana
The Social Background of Students and Their Prospect of Success at School.

Israel National Commission for UNESCO.

Report No.—CEAS-47

Pub Date May 71

Note—6p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Compensatory Education, *Cultural Factors, *Culturally Disadvantaged, *Economic Disadvantage, Educationally Disadvantaged, *Educational Policy, Ethnic Groups, Primary Education, Remedial Programs, Secondary Education, Social Integration, Teacher Education, Vocational Education

Identifiers—*Israel

This document is an English-language abstract (approximately 1,500 words) of a report prepared by a research worker in reply to an IBE questionnaire on the subject. The goal of Israeli education policy has been to raise the educational level of the more backward immigrants to Israel who form a large culturally deprived group, while maintaining an already high standard of education for other segments of the population. The Israeli system of education has shown itself to be dynamic and flexible. In spite of enrichment programs for underprivileged children, experience has shown that the academic ability gap between children of Western cultural tradition and those of Afro-Asian cultural tradition is magnified in the school setting. There are three causes for this, on the part of the culturally deprived—background of poverty, lack of experience, and poverty of language. Population groups showing this syndrome are designated in Hebrew as "those in need of nurture," a term with no negative connotations. A school is thus classified as "TT" on the basis of three criteria: (1) scholastic achievement as measured by a national achievement test; (2) the composition of the school population; and (3) the composition of the teaching staff. The full report is available in microfiche (SIRE/034) from the International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland. (Author/GDB)

ED 060 275 AA 000 868
The Social Background of Students and Their Prospect for Success at School.

Philippines National Commission for UNESCO.

Report No.—CEAS-48

Pub Date May 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Culturally Disadvantaged, Disadvantaged Youth, *Economically Disadvantaged, *Health Education, *Nutrition, Social Characteristics, Socially Maladjusted, Social Values, Socioeconomic Background, Socioeconomic Influences

Identifiers—Philippines

This document is an English-language abstract (approximately 1,500 words) of a report prepared in answer to an IBE questionnaire. In the Philippines, the main problem is that widespread poverty is responsible for many undernourished, poorly sheltered and ill clad students whose prospect of success at school is from the start seriously hampered by their economic condition. They experience difficulty in adjusting to middle class schools and its set of values; home conditions do not encourage study and school attendance is poor due to malnutrition and sickness. Other factors which contribute to school failure is the "Bahala na" attitude (leave everything to God); "manana" attitude (procrastination); long distances between home and school; low personal motivation; prejudice against girls' education; poor sanitary conditions in school; inadequate financing of the school system. Since 1966, many reforms have been instituted by the Bureau of Public Schools through such legislation as the Economic Emancipation Act of 1969, which has provided great impetus to train technical and managerial personnel to meet the needs of the Filipino economy. Through many programs, the problems described above began to be somewhat alleviated. The full report is available in microfiche (SIRE/035) from the International Bureau of Education Palais Wilson, 1211 Geneva 14, Switzerland. (Author/GDB)

ED 060 276 AA 000 869
The Social Background of Students and Their Prospect of Success at School.

Thailand National Commission for UNESCO.

Report No.—CEAS-49

Pub Date May 71

Note—2p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Culturally Disadvantaged, Distance, Economically Disadvantaged, Family Planning, *Health Programs, Nutrition, *Road Construction, Rural Education, *Rural Schools, Rural School Systems, Socioeconomic Influences

Identifiers—*Thailand

This document is an English-language abstract (approximately 1,500 words) of a report prepared by the Thai Ministry of Education in response to an IBE questionnaire. Two sets of obstacles are blamed for Thai children's remote success in school—those preventing regular school attendance and those preventing efficient learning. The country's essentially agricultural economy and the low per capita income requires the assistance of children on the farm, cutting down their attendance, resulting in underachievement, and eventually dropping out. Learning ability is also impaired by health problems caused by poor sanitation and malnutrition. Also, Thailand is a multilingual country and added language barriers exist in schools in the Cambodian and Malay speaking regions. Early marriage is another obstacle to school. Low motivation exists because few rural areas have secondary schools, which may be attended by competitive examinations, so that the reason for elementary school attendance is not made clear. The Thai Government has started many projects to upgrade rural conditions by incentive to farmers and expanding rural education by supplying textbooks, meals, medical services to schoolchildren in need, and constructing roads in remote areas. The full report is available in microfiche (SIRE/036) from the International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland. (Author/GDB)

ED 060 277 AA 000 870
The Social Background of Pupils and Their Prospect of Success at School.

Institut Pedagogique National (Hungary).

Report No.—CEAS-50

Pub Date May 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Compensatory Education, *Cultural Disadvantage, *Cultural Education, Disadvantaged Youth, *Economically Disadvantaged, Enrichment Programs, Facilities, *Financial Support, Scholarships, Social Factors

Identifiers—*Hungary

This document is an English-language abstract (approximately 1,500 words) of a report prepared by the Hungarian National Educational Institute in response to an IBE questionnaire. Under the Constitution, the young have equal rights to education without national, religious, or other discrimination. Nevertheless, many students, mainly from manual worker families are still at a disadvantage, lacking the means to pay for required accessories. Many children still live on isolated farms, and transportation is a problem, as well as rural prejudice against schools and the need of children to work on the farm. The Government does provide financial assistance to the low income children. Vocational guidance facilities are being improved. Compensatory measures are taken by having culturally deprived children stay in boarding schools for better cultural exposure. Trends in manpower requirements need to be studied so that the education system will respond to these requirements. Scholarships are made available to the gifted, and therefore social background becomes less important since all are allowed to compete. The full report is available in microfiche (SIRE/033) from the International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland. (Author/GDB)

ED 060 278 AA 000 871

Le milieu social des élèves et leurs chances de succès à l'école (The Social Background of Students and Their Chance of Success at School).

Report No.—CEAS-51

Pub Date Sep 71

Note—6p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Compensatory Education, *Culturally Disadvantaged, Educational Opportunities, Elementary Education, *Equal Education, Family Status, Secondary Education, *Socioeconomic Influences, *Teacher Education

Identifiers—*France, Ministry of Education

This document is an English-language abstract (approximately 1,500 words) of a French report in response to an IBE questionnaire. Studies conducted by the Ministry of Information have revealed that particularly serious educational wastage has been taking place on both the elementary and secondary levels, and the French education system is not well geared to fulfill its cultural, social, and vocational training functions. Research into the influence of the socioeconomic background has revealed it as being one of the important factors of the maladjustment. Reforms that are being implemented are striving to equalize the educational discrepancies between regions, classes, and sexes. Equality of opportunity is the main goal of the Sixth Plan (1970-75). For those unable to attend school regularly, the Ministry of Education has created an external teaching center. More and more scholarships are being awarded, even to foreign workers' children. Compensation is being made for shortcomings in family background, such as hygiene, nutrition, sleep, and housing. To counteract the uneven distribution of schools, plans have been drawn up and budgeted so that new buildings will more adequately fill the needs of each region. The full report is available in microfiche (SIRE/032) from the International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland. (Author/GDB)

ED 060 279 AA 000 872

Social'naja sreda ucenichaja i ih sansy na uspevnost' (The Social Background of Students and Their Prospect of Success at School).

Ushinsky (K.D.) State Scientific Library of the Academy of Pedagogical Sciences, Moscow (USSR).

Report No.—CEAS-52

Pub Date Sep 71

Note—6p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Agricultural Laborers, Communism, Compensatory Education, *Educational Opportunities, *Educational Policy, Elementary Education, *Equal Education, Government Role, Higher Education, Labor Education, Rural Education, Secondary Education, *Social Background, *Socioeconomic In-

fluences, *Teacher Education, Vocational Education

Identifiers—*Union of Soviet Socialist Republics, USSR

This document is an English-language abstract (approximately 1,500 words) of the Soviet response to an IBE questionnaire. It states that various agencies of the Soviet State maintain a continuing concern about school dropouts. A number of measures have been adopted to encourage students to finish school, such as improving educational methods, caring for infirm children, helping parents create better living conditions conducive to study, stricter absence control, free transportation, boarding facilities, and organized study groups after school hours. Factory workers and farm workers enjoy equal opportunities, to the point where the education budget is 18% higher in the country than in the city, to accommodate the extra problems created in the remote rural areas. The housing situation is steadily improving, and the majority of schoolchildren do not need to work. School is usually taught in the local language. Public medical services are free for both children and adults. A number of institutions exist for the physically handicapped. Importance is attached to contact between school and family. The Soviet Government has done an enormous amount of work to create an ever improving educational system essential for the future builders of Communism. The full report is available in microfiche (SIRE/037) from the International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland. (Author/GDB)

ED 060 280 AA 000 873
Social Background of Students and Their Chance of Success at School.

Report No.—CEAS-53

Pub Date Sep 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Compensatory Education, *Culturally Disadvantaged, Disadvantaged Youth, *Economically Disadvantaged, *Educational Disadvantage, English (Second Language), Enrichment Programs, *Equal Education, Facility Expansion, Financial Support, Immigrants, Preschool Education, School Buildings, Secondary Schools, Small Classes, *Social Background

Identifiers—*United Kingdom

This document is an English-language abstract (approximately 1,500 words) of the British response to an IBE questionnaire. Children from higher social categories do better at school. The nature of the problem is thus partly one of enriching the education of disadvantaged children, and partly one of removing financial barriers to their continued education. In Northern Ireland, the problems of compensatory education associated with densely populated industrial areas are not of the same magnitude as much greater urbanized and industrial countries. Ten current government educational policies are in effect to remedy certain shortcomings: (1) equal opportunity in education; (2) school building programs in deprived areas; (3) additional teachers to deprived areas; (4) smaller classes with individual attention; (5) nursery and preschool expanded in deprived areas; (6) age of leaving school raised to 16; (7) maintenance allowances for children past 16 to stay in school; (8) free meals and clothing assistance; (9) boarding for children from inadequate homes; (10) special English-language centers for immigrant children. The full report is available in microfiche (SIRE/038) from the International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland. (Author/GDB)

ED 060 281 AA 000 874
The Social Background of the Student and His Prospect of Success at School.

Office of Education (DHEW), Washington, D.C.

Report No.—CEAS-54

Pub Date Sep 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Compensatory Education, Disadvantaged Youth, Early Childhood Education, Educational Legislation, *Educa-

tional Opportunities, Educational Quality, Educational Research, *Equal Education, Federal Aid, *Federal Programs, *Government Role, Health Services, *Social Background, Socioeconomic Influences, Vocational Education

Identifiers—*United States

This document is an English-language abstract (approximately 1,500 words) of the American response to an IBE questionnaire. The main problems in the relationship between social background and school achievement are how to ensure equality of educational opportunity in all 50 states, raising educational standards and improving the quality of schools by improving the educational professions, while meeting the needs of disadvantaged and handicapped children, all by strengthening research, development and application of good children. Over the past two decades, the Federal government has greatly expanded its concern and therefore its programs in responding to the needs of children created by the impoverishing effects of certain population shifts. Particular emphasis has been given to school retention and vocational education and to specific problems occurring in school resulting from socioeconomic inadequacies. Current and recently past legislation represents an unprecedented growth of Federal support for education, permitting expansion of education research, employment of health and psychological specialists, compensatory education, and improving the quality of life generally. The full report is available in microfiche (SIRE/039) from the International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland. (Author/GDB)

ED 060 282 AA 000 875
Education in South Australia: Report of the Committee of Enquiry, 1969-1970.

Australian Tripartite Mission.

Report No.—CEAS-55

Pub Date Sep 71

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Curriculum Planning, *Decentralization, *Educational Equality, Flexible Progression, Higher Education, Inservice Teacher Education, Instructional Aids, Preschool Education, Primary Education, Secondary Education, Teacher Aides, *Teacher Education

Identifiers—*Australia, South Australia

This document is an English-language abstract (approximately 1,500 words) of a report by the South Australian Committee of Enquiry on education in that state. The committee based its estimates on the situation to be reached in 1981. Because there will be a much smaller increase in school enrollment in the decade of the 70's than in the preceding one, emphasis will be placed on quality rather than quantity. Smaller classes are envisioned, as well as additional teachers, as a major factor in improving quality. The professional level of teachers will be raised through an improved teacher training program. To develop new curricula, teachers will be assisted by ancillary staff. The committee considered the case for an education committee free from Ministerial control and parliamentary accountability, but found the suggestion incompatible with the principles of parliamentary democracy. However, it did recommend the establishment of an advisory council to advise the Minister of Education on matters concerning education. Wider community and student participation on advisory curriculum boards is recommended also. The committee recommends a number of measures to promote equality of opportunity for all. Pilot projects should be set up for the education of aboriginal and other socially-handicapped children. (Author/GDB)

ED 060 285 AA 000 876
Report of the Australian Tripartite Mission on the Training of Skilled Workers in Europe; 1968-69.

Australian Tripartite Mission.

Report No.—CEAS-56

Pub Date Sep 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Apprenticeships, Industrial Training, Labor Education, *Labor Force, Labor Standards, *Manpower Development, *Migrant Workers, On the Job Training, *Skilled Workers, Training Techniques, *Vocational Education

Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of an Australian Tripartite Mission appointed by the Minister of State for Labor and National Service to examine the methods of training skilled workers in a number of European nations from which Australia is obtaining migrant labor. The Mission summarized its findings of how the various European nations handled their skilled labor—systems of training, training authorities, role of trade unions, school standards, cost, length, entry standards, supervision of training, syllabuses and examinations, adult training, attainment of skilled worker status, and the new approaches being developed in response to technological change. The establishment of criteria for selection of migrant tradesmen will not result in a large flow of skilled craftsmen into Australia. Many European countries are short of skilled labor. There is general agreement in European countries that an initial period of off-the-job training combined with a block-release system for later years is the most suitable method for training and that three years is a satisfactory training period. (Author/GDB)

ED 060 284 AA 000 877

Orum, Bente

Social baggrund, intellektuel niveau og placering i skolesystemet (The Relationship between Social Background, the Intellectual Level of Pupils, and Their Situation in the School System at the Age of 14).

Institute of Social Research, Copenhagen (Denmark).

Report No.—CEAS-57

Pub Date Sep 71

Note—49p; Studie 20

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Age Differences, Disadvantaged Youth, *Intelligence Level, Intelligence Tests, *Parent Influence, *School Role, Sex Differences, *Social Background, *Socioeconomic Status

Identifiers—*Denmark

This document is an English-language abstract (approximately 1,500 words) of a report whose aim was to investigate the relationship between intellectual level, social background, and the personal circumstances of the pupil within the school system at the age of 14. Their parents answered a questionnaire, and this, coupled with IQ tests given to 3000 7th grade pupils provided the data for analysis. Only small differences were found between boys and girls, while it was noted that as a group, the youngest were the most gifted. Rather small differences were found in respect to family size and residential areas, and no difference as far as the order of birth was concerned. It was in the social status of the parents that the greatest differences were found—it favored the highest stratum; this, however, does not imply that the lowest social stratum does not have its share of superior intellects. Intelligence tests are biased in favor of literate, cultured, verbally-developed backgrounds. There is a strong indication that the intellectual level of the pupils is connected with the amount of education. Five times as many children with below average intelligence leave school at the earliest legal moment. (Author/GDB)

ED 060 285 AA 000 878
Folketingsbeslutning om en reform af de grundlæggende skole uddannelser, 30 maj 1969 (Parliamentary Resolution of 30 May 1969 Concerning Reform of Basic School Education).

Denmark

Report No.—CEAS-58

Pub Date Sep 71

Note—2p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Change, *Basic Skills, *Educational Objectives, *Elementary Schools, Handicapped Children, *Middle Schools, Parent Participation, *Public School Systems, School Responsibility

Identifiers—*Denmark, Folkeskole

This document is an English-language abstract (approximately 1,500 words) of a Danish parliamentary resolution requesting the Government to work out plans to introduce a bill for the continued development of the Folkeskole (elementary/lower secondary school) and other basic educational programs. The Folkeskole should be organized as a ten-year general school without specific vocational aims, comprising a nine-year basic school and a supplementary tenth year school. The present curriculum, timetables, and school leaving regulations should be subject to impartial examination. Required and optional courses should begin in the eighth grade. In the tenth grade, students may continue in the Folkeskole or transfer to a Gynasium. By 1975, all children should be offered ten years of public education. Schools should offer assistance to the emotionally disturbed and the physically handicapped. Cooperation between school and home should be encouraged and supported. The eighth grade should be compulsory in the 1972/73 school year, and the 9th the following year. The rules governing the beginning of school attendance should be made more flexible to take greater account of individual differences and the wishes of the parents. (Author/GDB)

ED 060 286 AA 000 879

Studenterrandet (Student Government).

Ministry of Education (Denmark).

Report No.—CEAS-59

Pub Date Sep 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit.—Cirkulaere-skrielse; Sep 4 1968

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrator Responsibility, *School Administration, *Student Organizations, *Student Participation, *Student School Relationship

Identifiers—*Denmark

This document is an English-language abstract (approximately 1,500 words) of a circular letter from the Ministry of Education (Upper Secondary Education Directorate) laying down guiding regulations for the orientation of headmasters and interested student bodies concerning student participation through student councils and cooperation councils. Students must be encouraged to involve themselves in the organization of the activities of their school, and thus given the opportunity to see their viewpoints respected, they will learn to respect others' ideas and responsibility for their own acts. Student councils should work independently and on their own responsibility after receiving assistance and guidance from the school authorities in establishing their organization. In cases of disagreement between the authorities and the student council, the headmaster has the power of decision, which may be appealed to the Ministry. A permanent cooperation committee should be appointed at each school comprising of the headmaster, two faculty members and the chairman of the teachers' council, and two students and the chairman of the students' council. This committee should work out disciplinary regulations. All pupils attending the school may vote for members of the student council. (Author/GDB)

ED 060 287 AA 000 880
Zakon za srednoto obrazovanie (Secondary Education Act).

Report No.—CEAS-60

Pub Date Sep 71

Note—6p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Legislation, Guidance Programs, *High School Curriculum, *School Schedules, *Secondary Education, Secondary Schools, *Student Government, Tests

Identifiers—Macedonia, Secondary Education Act, *Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of the Macedonian Secondary Education Act of 1970. Secondary Education is an integral part of the consolidated system of education and training. All citizens have an equal right to acquire the knowledge and skills they need in any type of secondary level institution. Admission is conditional upon completing elementary school or a course in adult education.

mentary education. Any person not more than 17 who has completed elementary school, and competes successfully on the examination may enroll and attend without tuition. The instruction in secondary schools includes both theoretical and practical work. Provision is made for the organization of additional classes for backward pupils. Student participation through associations is allowed and encouraged. Students are graded on individual subjects, conduct, and class ranking. Examinations and holidays are scheduled in the Act. A prescribed system of standard reporting is to be practiced in all secondary schools. Workers are entitled to a secondary education at universities or at workers' centers. Hostels will be provided for students needing housing. (Author/GDB)

ED 060 288 AA 000 881
Naučno-tehnička kultura i proizvodno-tehničko stvaralaštvo u Jugoslaviji (Scientific and Technical Culture and Productive Technical Creativity in Yugoslavia).

Federation of Yugoslav Organizations for Technical Culture, Belgrade.

Report No.—CEAS-61

Pub Date Sep 71

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Elementary Schools, Industry, *Labor Education, Learning Motivation, *Science Education, Secondary Schools, *Technical Education, *Technological Advancement

Identifiers—Narodna Tehnika, *Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of a book prepared by the Federation of Yugoslavia Organizations for Technical Culture ("Narodna Tehnika"). In this book, an attempt is made to (1) establish the current trends in the development of scientific and technical culture and productive technical creativity in children, youth, and adults; (2) identify the reasons for the emergence of fundamental problems and contradictions in the development of scientific and technical culture and its financing; and (3) formulate proposals for a series of measures to advance the socioeconomic conditions for furthering technological progress. After 1958, many reforms in the Yugoslav education system nurtured the expansion of technical education. Progress was faster in elementary schools than in secondary schools because of the immediate incentive to work in factories after graduation from elementary school. Industry has been assisting in the training of technicians, as have the students' own extracurricular technical and scientific organizations. Labor organizations have also been interested in upgrading their members. Narodna Tehnika has failed to date to bring technical know-how to the agricultural sector. (Author/GDB)

ED 060 289 AA 000 882
Makarić, R.

Razvijanje društvenosti srednjoskolske omladine (The Development of Sociability among Secondary School Youth).

Report No.—CEAS-62

Pub Date Sep 71

Note—6p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Adolescents, Ethical Values, Group Norms, Helping Relationship, *Interpersonal Competence, *Moral Values, Peer Relationship, Secondary School Students, *Social Development, *Student Attitudes, Student Teacher Relationship

Identifiers—*Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of a book in which the author researched the development of sociability among secondary school youth. The book sets forth, mainly on the basis of empirical studies, the outcome of educational action to develop sociability among the youth. The inquiry also embraced the effects of social relationships and the organized social environment. Using the technique of statistical sampling, the investigation covered 640 pupils from 25 classes in their final year at 16 secondary schools in the Socialist Autonomous Province of Vojvodina. Investigation of

the mutual relations between young people confirms that friendship is the typical feature of adolescence. The number of friends an adolescent makes who do not attend the same school is relatively large. The pupil reacts to questions indicating that moral qualities and character are the basis given for establishing and maintaining friendships, and sincerity is the most sought after virtue. There is a high degree of social motivation among teenagers. Most of those questioned believe that age differences form no obstacles to friendship, although most admitted that their friends were usually of the same age. Current moral standards greatly influenced friendships, as well as a marked lack of racial and national prejudices. (Author/GDB)

ED 060 290 AA 000 883
Acao setorial—grandes prioridades; Revolucao na Educacao. Metas e bases para a acao do Governo. (Sectorial Action—Main Priorities: Revolution in Education. In: Principles and Bases of Action by the Government).

Brazil.

Report No.—CEAS-63

Pub Date Sep 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Change, Adult Education, Developmental Programs, *Educational Finance, *Educational Objectives, *Educational Planning, *Educational Technology, Higher Education, National Programs, Primary Education, *School Expansion, Secondary Education, Teaching Models

Identifiers—Brazil
This document is an English-language abstract (approximately 1,500 words) of a Brazilian definition of national education goals. It suggests the adoption of a philosophy of education that will provide a pattern of the kind of education needed in Brazil, namely a combination of modern humanistic culture and technology, by taking into account the actual socioeconomic conditions of the various regions of the country. There should be an integrated school system designed to reduce the gaps between different educational levels. The system should gear itself more to the technological needs of the time, integrating itself with government and industry. People will participate to a greater extent in the development of the country if they are exposed to an educational system that acts as a powerful promoter of national development. Ten major results are envisioned by the government in the coming years, among them continuity between primary and secondary education, reform of industrial schools, introduction of ETV, improvement of teaching standards, increase in the educational budget, university reform, expansion of literacy programs, adoption of specific elementary/secondary expansion programs, and better educational financing. (Author/GDB)

ED 060 291 AA 000 884
Tawciyat mou'tamar al-talim fi al-dawlah al-acriyyah Al-moun'aid fi 3-23 fibrayr 1971 (Recommendations of the Conference on Education in the Modern State, Held from 3 to 23 February 1971).

Ministry of Education, Cairo (United Arab Republic). Centre for Educational Documentation and Research.

Report No.—CEAS-64

Pub Date Sep 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Curriculum Design, *Educational Administration, *Educational Finance, *Educational Objectives, *Educational Planning, Educational Research, Educational Technology, Evaluation Techniques, Scientific Concepts, *Teacher Education

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of recommendations made at the Conference on Education in the Modern State. The recommendations were grouped into six main headings: (1) economic and financial matters; (2) syllabuses, textbooks, educational activities and methods; (3) teacher training and the improvement of teaching standards; (4) educational administration; (5) ser-

vices for students; (6) educational aims. The aims of education in the UAR is to recognize the primacy of science and its close relationship to technology, to foster ideology through technology, to recognize the rapid evolution of society, to integrate and plan for a democratic society opened to the outside world. Good planning was thought to be the key to maximum utilization of limited financial resources. A lot of changes were recommended for scientific curriculum planning, including experimentation, socialist indoctrination, audiovisual aids, coordination with the Ministry of Culture, educational television, more research, and many other contemporary techniques. A proposed research body would seek to develop examination and performance evaluation techniques. Several recommendations dealt with teacher training. Centralized planning with decentralized implementation was considered a positive administrative solution. (Author/GDB)

ED 060 292 AA 000 885
Mouzakkira bisha'n al-lagah bayna wzarat al-talim (Memorandum on Relations between the Ministry of Higher Education and Other Ministries).

Chicago Univ., Ill. Library Systems Development Office.

Report No.—CEAS-65

Pub Date Sep 71

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Administration, *Educational Coordination, *Educational Planning, Governmental Structure, Higher Education, Information Dissemination, Organization, *Research, *Teacher Education, University Administration, Vocational Education

Identifiers—*United Arab Republic
This document is an English-language abstract (approximately 1,500 words) of a memorandum defining common areas of activity between various UAR Ministries and the Ministry of Higher Education, with proposals to improve the relationships. The Ministry of Education has close ties to the Ministry of Higher Education by virtue of their many cooperative endeavors in teacher training, planning, education programs, and research. The Ministry of Youth jointly participates with the MHE in the guidance of student association activities, provision of sports leaders, supervision of students sent abroad. Foreign Affairs gets involved in relations between foreign universities and Egyptian ones, UNESCO activities, and UAR cultural missions abroad; cooperation between MFA and MHE is through joint committees for cultural affairs. The Ministry of Scientific Research is concerned with scientific research by university staff members, and so closer cooperation is necessary between MSR and MHE. The Ministry of Culture has some joint projects with MHE. The Ministries of Local Administration, Housing, Defense, Industry, Labor, Planning and Finance, and Information all need closer coordination between themselves and the Ministry of Higher Education. (Author/GDB)

ED 060 293 AA 000 886

Ali al-Torki, Ahmad Mo'hammad

Ba'dh al-ahdal Al-igtima'iyah ill-takhtit fi al-dawlah al-acriyyah (Social Objectives of Planning in the Modern State).

Ministry of Education, Cairo (United Arab Republic).

Report No.—CEAS-66

Pub Date Sep 71

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Equality, Educational Legislation, *Educationally Disadvantaged, *Educational Planning, Elementary Education, *National Programs, Rural Schools, Secondary Education, Social Factors, *Socioeconomic Influences, Urban Schools

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a document which examines the general characteristics of education in Egypt with special reference to the utilization and application of the results of contemporary science; planning for the future; education as a continuing process; the individual and

the struggle between rival political and social systems; and the complementarity of the different national sectors in promoting and ensuring an equitable distribution of educational services. Recent UAR legislation has emphasized the principle of unimpeded access to education. There has been a recent impressive expansion of educational facilities; administrative and structural reforms, plus the abolition of fees have all contributed to this expansion. These improvements have not been sufficient, however, to remove the obstacles against working-class children finishing their education, as is true in most parts of the world. During 1969/70, 78% of those reaching the age of compulsory education were enrolled in elementary schools; it is hoped that the figure will be 90% by 1974/75. In pre-secondary (preparatory) schools, the figure is 45%; for secondary schools, it is 12%. The class system's influence on Egyptian education still prevails—lower classes, elementary and vocational, upper classes, academic and professional. Many more urban children finish school than do the rural ones. (Author/GDB)

ED 060 294 AA 000 887
Mouzakkirah bisha'n ri'ayah al'mab'outhin ill-dirassah wa'l tadrish bil-Kharig (Memorandum on State Responsibilities in Respect to Students Abroad).

Ministry of Higher Education, Cairo (United Arab Republic).
Report No.—CEAS-67
Pub Date Sep 71
Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Government Role, *Higher Education, Non English Speaking, *Student Attitudes, Student Organizations, *Study Abroad, *Supervisory Methods
Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a memorandum issued by the Ministry of Higher Education in cooperation with the Higher Committee for Study Abroad discussing Egyptian students abroad. The memo is conscious of problems faced by the student overseas: length of time spent in travel formalities; lack of facilities for students on scholarships in the host countries; lack of familiarity with the language of the host country; lack of adequate financial support; travelling facilities for wives; desire of students to complete their post-graduate studies abroad; reluctance of some students to return home after graduation. These problems should be tackled by the establishment of proper supervision for students proceeding abroad, who should be introduced before their departure to the linguistic, national, social, and educational aspects of their mission in two four-month briefing sessions to be held each year. Familiarity with the language of the host country may be achieved by taking courses. The memo also calls for national, educational, and social supervision of students while abroad. Since 1963, Egyptian student associations provided a unifying link with home in every host nation where enough Egyptians were attending school. The students who want to stay abroad usually do so for higher degrees, better pay, or foreign wives. (Author/GDB)

ED 060 295 AA 000 888
Hafez Ghanem, Mo'hammad
Al-tarbiyyah wa'l-ta'lim fi'am 1970 (Education in 1970).

Ministry of Education, Cairo (United Arab Republic).
Report No.—CEAS-68
Pub Date Sep 71
Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Development, Dropout Prevention, *Educational Development, Educational Facilities, *Educational Planning, Elementary Education, National Programs, School Expansion, Secondary Education, *Teacher Education, Teacher Recruitment, *Technical Education
Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a description of the UAR Ministry of Education's efforts during

1970 to implement national education policy. All children of compulsory age were admitted to elementary school. This required the construction of new facilities in rural areas to combat absenteeism and dropouts. There was also an increase in the construction of secondary schools. Technical education was expanded both in absolute figures and in ratio to other education. Also 10,185 additional teachers were appointed. Modern mathematics were introduced to many schools by way of newly trained teachers and new textbooks. A new plan was developed by the Ministry to conform to modern educational thinking. Special emphasis was placed on technical education. Many meetings and seminars were held to discuss future schools in the modern state. The four problems of concentration for the Ministry of education are: (1) new buildings and smaller classes; (2) new school equipment; (3) teacher recruitment and training; (4) preparation of curricula to meet national technical needs. (Author/GDB)

ED 060 296 AA 000 889
Report of the Panel of Inquiry on the Establishing of an Education Commission in New South Wales.

New South Wales (Australia).

Report No.—CEAS-70-1-E

Pub Date Oct 70

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Organization, *Educational Administration, *Organizational Change, Teacher Administrator Relationship, *Teacher Qualifications, Teacher Recruitment, *Teacher Welfare

Identifiers—*Australia, New South Wales

This document is an English-language abstract (approximately 1,500 words) of an inquiry into establishment of an Education Commission in New South Wales. The panel found that it would not be possible to devise an Education Commission acceptable to all parties supporting such a group; no one suggestion seemed an improvement on the present system. It was considered that for better management and more favorable educational results, both elementary and secondary education would best be served by separating the Public Service Board from the teaching service, and increasing the authority of the Director-General of Education. Teachers and educational staff should be excluded from the provisions of the Public Service Act. The Director-General should have the authority, while reporting to the Ministry for Education and Science, to appoint teachers and other educational staff members, determine their promotion, approve their transfers, determine their qualification standards, maintain discipline, dismiss teachers when necessary, determine the classification of schools, grade and rank staff members, determine salaries, deal with teachers' groups, and issue regulations on tenure and holidays. The Director-General should be advised by an Education Advisory Commission. (Author/GDB)

ED 060 297 AA 000 890
Report of the Advisory Committee on Education in Papua and New Guinea.

Department of External Territories, Canberra (Australia).

Report No.—CEAS-70-2-E

Pub Date Oct 70

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Change, Dropouts, *Educational Administration, *Educational Finance, Educational Improvement, Educational Planning, Elementary Education, Higher Education, Secondary Education, Teacher Education, Voluntary Agencies
Identifiers—*Australia, Papua, New Guinea

This document is an English-language abstract (approximately 1,500 words) of the Committee's recommendations for upgrading education in the Australian territories of New Guinea and Papua. These recommendations were made with the intention of achieving higher standards of education, a professional body of teachers, a more effective use of limited Territorial resources, and a system of education that will be workable in the framework of self-government when it is

achieved. The missions and churches involved in education are usually village or regionally-based, and there is a need to involve them on the territorial level in the control of schools and in implementing national policy. There are presently in the Territory 51 separate voluntary educational authorities responsible for 132,100 elementary pupils, 6,700 high school students, 130 attending technical school, and 1,000 students at 12 teacher training colleges. Because the missions have limited funds and cannot expand, they have a large proportion of dropouts and repeaters. Only a small number of their students go on to high school. It is therefore recommended that a Territory Education System be established, with a Territory Teaching Service, and an administrative structure and budget appropriate to its particular circumstances. (Author/GDB)

ED 060 298 AA 000 891

The Apprenticeship System in New South Wales.

New South Wales (Australia).

Report No.—CEAS-70-3-E

Pub Date Oct 70

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Change, *Apprenticeships, Educational Planning, Financial Support, Government Role, Industrial Personnel, *Industrial Training, Labor Unions, Males, Skill Development, Trade and Industrial Education, *Vocational Education, Young Adults

Identifiers—*Australia, New South Wales

This document is an English-language abstract (approximately 1,500 words) of a report on the apprenticeship system in New South Wales by its Industrial Commission. It found that while apprenticeship provided the best method of producing skilled tradesmen, there had been a shortage of certain skills which was likely to continue. The majority of young men between 15 and 19 have little difficulty obtaining apprenticeships. The problem is therefore to increase the number of apprenticeships and ensure sufficient applicants. It is recommended that the cost to small employers of training apprentices be reduced by financial incentives provided by the government. The government itself was found to be training too few apprentices; apprenticeship programs, be they conducted by the government, unions, individuals, or the armed forces should be given statutory recognition. The proportion of 15 to 19 year old males is expected to decline 10% in the next decade. Apprenticeships should therefore be made available to older youths in combination with their academic and vocational studies. The control of apprenticeship in NSW is currently vested in more than 100 apprenticeship councils. These councils should be restructured along certain formal administrative and educational lines. (Author/GDB)

ED 060 299 AA 000 892
Report of the Commonwealth Committee of Inquiry into Academic Awards in Advanced Education.

Australian Ministry of Science and Education, Canberra.

Report No.—CEAS-70-4-E

Pub Date Oct 70

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Bachelors Degrees, *College Majors, *Degree Requirements, *Degrees (Titles), Higher Education, *Masters Degrees, Professional Recognition
Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of a report by an Australian committee appointed to look into academic awards in advanced education. The committee recommended that a common pattern of nomenclature of awards be instituted in higher learning institutions throughout Australia, and that the institutions and state governments cooperate in establishing a national scheme of awards. The committee established certain categories of awards. Category A includes courses pursuing one or more major subjects over a period of not less than three years supported by other relevant subjects. Category B1 includes courses which may lead to professional standing

but differ from Category A by placing more emphasis on the applications of the discipline with less depth in study. Category B2 includes courses with limited objectives on a subprofessional level. Several "C" categories are suggested for higher studies. Accreditation of awards should be formalized by a committee to perform this task on a continuous basis. Periodic assessment and research should be carried out, and coordination with government and other interested groups should be maintained. (Author/GDB)

ED 060 300 AA 000 893

Report of the Commonwealth Committee of Inquiry into Salaries of Lecturers and Senior Lecturers in Colleges of Advanced Education.

Australian Ministry of Science and Education, Canberra.

Report No.—CEAS-70-5-E

Pub Date Oct 70

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Faculty Organizations, *Higher Education, Professional Recognition, Salaries, *Teacher Exchange Programs, *Teacher Placement, *Teacher Qualifications, *Teacher Salaries

Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of an Australian committee report investigating lecturers' salaries in institutions of higher learning. The report classifies two groups of institutions: institutes of technology and single discipline colleges. Lecturing staff should be encouraged to move between institutes in Australia during the course of their careers; staff interchanges between the institutes should be encouraged; staff members should develop national/international outlooks and participate in interchanges between developed and developing countries. The question of defined barriers in salary ranges should be determined by management. Certain standards, requirements, probationary periods, length of service, and other considerations classifying lecturers and senior lecturers must all be considered in determining salaries. In return, lecturing staff may expect a policy from the institutes allowing them to continue with their own studies, seek consultant work, and participate in the cultural life of the community. Placement should be made after review of the staff by management, regardless of sex. (Author/GDB)

ED 060 301 AA 000 894

Report of the Committee on Secondary Education.

Western Australia Education Dept., Perth.

Report No.—CEAS-70-6-E

Pub Date Oct 70

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Design, *Educational Change, *Educational Objectives, Educational Principles, Evaluation Techniques, *Secondary Education, *Student Evaluation, Testing

Identifiers—*Australia, Western Australia

This document is an English-language abstract (approximately 1,500 words) of a Western Australian report on secondary education. In Western Australia, secondary education is offered over a period of five years following seven years of primary education, the age of entry being over twelve years of age. Government secondary schools are non-selective, co-educational, comprehensive district schools with a policy of chronological progression of students. Students are grouped according to general ability. Two examinations are taken by everyone—the Junior Examination at the end of the third year, and the Leaving Examination at the end of the fifth year. University entrance is dependent upon passing a certain number and combination of subjects in the Leaving Examination. These examinations should be replaced by internal school assessments because they are not reliable instruments of evaluation. By removing external examinations, secondary schools will be free to concentrate on the broad aims of educating the whole child. The practice of streaming students should be replaced by a multi-level approach for the core subjects and a unit progress approach to other subjects. Cross-setting and group teaching will facilitate

the provision of such differential instruction. (Author/GDB)

ED 060 302 AA 000 895

Conclusões e Recomendações de IV Conferência Nacional de Educação (Conclusions and Recommendations of the Fourth National Education Conference).

Ministerio do Educacao e Cultura (Brazil).

Report No.—CEAS-70-7-E

Pub Date Oct 70

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit.—Boletim Informativo do CBPE. Rio de Janeiro; n143 p10-14 Jun 1969

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Planning, Educational Planning, Inservice Teacher Education, National Programs, *Science Instruction, *Secondary Education, *Teacher Education, Technological Advancement, *Tests, Vocational Education

Identifiers—*Brazil

This document is an English-language abstract (approximately 1,500 words) on the aims and problems of the second cycle of secondary education as perceived by the Fourth National Brazilian Conference on Education. The conference concluded that its aim was designed to provide general culture and vocational training, and a preparatory program for university entrance; the general education element, predominant in the first phase of the second cycle, needs to be reoriented towards science to provide a better basis for technical and vocational training. In the second cycle technical schools, it is desirable to introduce advanced training courses rounded off by cultural disciplines. For economic, sociological, and educational reasons, experiments in the concentration and integration of secondary curricula should be encouraged. The shortage of teachers and the inadequacy of training facilities for them makes expansion of some a necessity. Preference should be given to certificated teachers in public and private education and in literacy campaigns. Examinations for admission to universities should be designed with local and regional secondary school conditions in mind. Educational policy should be founded on the nation's cultural, social, and economic needs. (Author/GDB)

ED 060 303 AA 000 896

Gouveia, Aparecida Joly Havinghurst, Robert J. Ensino Medico e Desenvolvimento (Secondary Education and Development).

Report No.—CEAS-70-8-E

Pub Date Oct 70

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Economics, Educational Sociology, Industrialization, Regional Schools, *Research Methodology, Rural Environment, *Secondary Education, *Socioeconomic Influences, Student Attitudes, *Student Characteristics, *Urban Environment, Vocational Education

Identifiers—*Brazil

This document is an English-language abstract (approximately 1,500 words) of a study about secondary education with particular reference to students; it essentially treats the relationship between economics and education in the context of Brazilian society. From the sociological point of view, the study is characterized by concentration on certain theoretical considerations and by a specific methodological orientation. From the educational angle, it seeks to portray existing conditions accurately to serve as a basis for formulating national policy. The authors compare various urban and rural regions, and attempt to show the changes in secondary education brought on by industrialization. The chapters cover the following items: (I) general orientation and hypotheses raised, (II) description of methodology employed, (III) broad picture which emerges from statistics, (IV) to (VIII) the data for the analysis of a number of socioeconomic and psychological characteristics of the students, (IX) and (X) the labor market and the demand for middle grade personnel. The last chapter presents two analytical viewpoints in the form of a general conclusion. (Author/GDB)

ED 060 304 AA 000 897

Programa Estrategico do desenvolvimento 1968-70: Area Estrategica IX. Infra-estrutura Social. Educacao e Recursos Humanos, 1 e 2 (Strategic Development Program 1968-1970: Strategic Area IX. Education and Human Resources, Volumes 1 & 2).

Brazil.

Report No.—CEAS-70-9-E

Pub Date Oct 70

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Finance, *Educational Planning, *Elementary Education, *Government Role, Higher Education, *Human Resources, *Literacy Education, School Expansion, *Secondary Education

Identifiers—*Brazil

This document is an English-language abstract (approximately 1,500 words) of a two volume work dealing with education and human resources as part of the Brazilian Government's Strategic Development Program 1968-70. It offers an integral view of education as an instrument of social transformation and an exposition of the quantitative and qualitative goals of the education program, and the measures necessary for putting it in effect. The introduction defines the essential objectives for each level of education for 1968-70. At the elementary level the aim is to ensure the implementation of compulsory schooling for the 7-14 age group in the various state capitals and the more important urban centers. "Operation Schools" permits the expansion of the functional literacy program, notable for the 15-30 age group. Elementary education needs to be expanded to absorb new pupils. At the secondary level the aim is to ensure the growth of public education and the scholarship system. The second chapter deals with policy lines and implementation plans to expand all levels of education. Chapter III deals with the economic and cultural aspects. The financial policy making it possible to increase the education budget is discussed in Chapter IV. The second volume deals with government action in the education sector. (Author/GDB)

ED 060 305 AA 000 898

Opintotukikomite mietinto (Report of the Committee on State Support for Studies).

Finland.

Report No.—CEAS-70-10-E

Pub Date Oct 70

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Educational Finance, *Financial Support, Government Role, *Higher Education, *Scholarships, *Secondary Education, *Student Loan Programs

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a Finnish report on government support for education. The committee's aim was to create support for all students continuing their studies in an educational institution beyond elementary level. This support should also include Finnish students studying abroad in institutions approved by the Ministry of Education as well as permanent resident aliens. Some 200,000 students will be included in the system by 1975. The present system only covers university students in certain direct and indirect ways—loans, scholarships, percentage of expenses coverage, and reduced tuition fees. The obvious weaknesses of the present system are the inadequate coverage, the smallness of the financial aid, and the looseness of the system; only part of the students who need assistance receive it. The committee therefore proposes eight points: (1) support of education of all Finnish citizens for a period of time; (2) general aid and special aid (up to 70% of general); (3) scholarships and study loans should be the form; (4) supervision by a special agency; (5) implement new system by 1975; (6) shorter duration of study because of greater expense; (7) support up to lower degrees; a separate system for higher degrees; (8) eliminate old support criteria of parents' income and student talent. (Author/GDB)

ED 060 306 AA 000 899
Korkeakouluneuvoston mietinto I: Filosofisten ja yhteiskuntatieteellisten tiedekuntien tutkintojärjestelmän uudistaminen (Report of the Advisory Council on Universities, Part I: Reform of the Examination Procedure of the Philosophic and Social Science Faculties).

Finland.

Report No.—CEAS-70-11-E

Pub Date Oct 70

Note—5p.; Memo No B-73

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Academic Achievement, *Bachelors Degrees, *Degree Requirements, Grading, Graduate Study, *Higher Education, Humanities, *Masters Degrees, Science Departments, Undergraduate Study, *Universities

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a proposal made by the Advisory Council on Universities under the ministry of Education. The humanities and science departments of Finnish universities award the degrees of bachelor, master, licentiate, and doctor. This report deals with the first two. The lowest (BA or BS) requires the study of at least three different subjects. The undergraduate is required to have an intermediate academic grade (cum laude approbatur) at least in one subject. The higher degree (MA or MS) also requires the study of at least three subjects. The student must have a higher academic grade on the subject in which he writes his Master's thesis. The main objectives of the proposed reforms are three in nature: (1) Academic degrees should consist of more flexible units than is presently possible; (2) The amount of work each degree takes should be more carefully estimated; and (3) The organization of studies must be gradually changed so that studying be generally a full-time occupation, shortened in length, and decreasing the number of dropouts. Reforms in the credit system, the examination system, and preparation for higher degrees are also discussed in this report. (Author/GDB)

ED 060 307 AA 000 900
Kouluhallituksen järjestysmuotokomitean I, II ja III osamietinto (Reports of the Committee on the Organization of National Board of Schools). Three Volumes.

Finland.

Report No.—CEAS-70-12-E

Pub Date Oct 70

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Organization, Administrative Policy, Adult Education, *Boards of Education, *Educational Administration, Elementary Education, *Governing Boards, Higher Education, Organizational Change, Planning, Secondary Education

Identifiers—*Finland, Ministry of Education, National Board of Schools

This document is an English-language abstract (approximately 1,500 words) of a three volume report discussing the organization of the National Board of Schools in Finland. The central administration of education has been divided among the Ministries of Education, Agriculture, Interior, Commerce and Industry, and Social Affairs. The Ministry of Education supervises elementary, civic, and secondary schools, various kinds of teacher training institutes, adult evening schools, sports institutions, and others, through the National Boards of Schools. The greater part of the education system, based on the basic school curriculum (9 years) is now supervised by the Ministry of Education, having recently incorporated the National Board of Vocational Education. The NBS has been divided into six sections—two for elementary, two for secondary, one for adult education, and one for Swedish speaking schools. The committee maintains that the organization of NBS should be based on functional units: administration, faculty, accounting, government aid, school buildings, school affairs, school planning, adult education, curriculum planning and revision, experiment and research, inspection, special education, and teacher education. Volume two deals with administration, and the third volume with regional school administration. (Author/GDB)

ED 060 308 AA 000 901
Laki konlujarjestyksen perusteista 26 heinakuuta, 1968 (Law of the Principles of Public Education, 26 July 1968).

Finland.

Report No.—CEAS-70-13-E

Pub Date Oct 70

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Organization, *Community Responsibility, Comprehensive Programs, *Educational Administration, *Educational Legislation, Elementary Education, Grade Organization, Laws, *Public Schools, Secondary Education

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a law passed by the Finnish Parliament forming the administrative and organizational basis of school reform. It states that as of 1 August 1970, Finland's school system will be developed in accordance with the main principles of comprehensive education. The core of the system is the municipal school system that includes elementary school, pre-school, kindergarten, secondary, and vocational. Other schools not maintained by a community can replace a municipal school. Communities are responsible for establishing elementary education at the age of 7, compulsory until the age of 16. The organization of the grade levels, required subjects, religious instruction, elective subjects, and counseling are all spelled out in the law. School administration is the joint responsibility of the Ministry of Education and the National Board of Schools. Each community is required to establish its own committee to plan local school affairs. The community can take over private schools through mutual agreements. The State defrays between 5% and 95% of building and operating expenses, depending on the economic status of the community. (Author/GDB)

ED 060 309 AA 000 902
Peruskoulunopettajakomitean mietinto (Report of the Committee for Basic School Teachers).

Finland.

Report No.—CEAS-70-14-E

Pub Date Oct 70

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Counselor Training, *Elementary School Teachers, Preservice Education, Professional Education, Schools of Education, Student Teaching, *Teacher Education, *Teacher Education Curriculum, Universities

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a committee report on elementary education teachers in Finland. The committee proposed that elementary school teachers receive their training exclusively in universities. In accordance with this proposal, six Finnish-speaking and one Swedish-speaking teacher training units will be established in six universities—Helsinki, Jyväskylä, Oulu, Tampere, Turku, and Joensuu, and later Abo. These units will be called teacher training departments. Teacher training will be under the supervision of the Ministry of Education. Each teacher training department will educate both class teachers (Grades 1-6) and subject teachers (Grades 7-9). Class teachers are already being trained in the new way. Subject teachers concentrate their studies on a few subjects. Counselling teachers correspond to subject teachers, and will teach mostly in the upper elementary grades. The committee also stressed the importance of preparatory and field training in student teaching. The ultimate goal of teacher training is to be a 4-year period of study. (Author/GDB)

ED 060 310 AA 000 903
Mehta, T. S., Ed. And Others
Proceedings of the National Seminar on Population Education, Sachivalaya, Bombay, 2nd-3rd August 1969.

National Council of Educational Research and Training, New Delhi (India).

Report No.—CEAS-70-15-E

Pub Date Oct 70

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Development, Extension Education, *Family Planning, *Inservice Teacher Education, Interdisciplinary Approach, *Population Education, Population Growth, Research Needs, Seminars, *Teacher Education, Universities

Identifiers—*India

This document is an English-language abstract (approximately 1,500 words) of recommendations and a plan of action presented by the Indian National Seminar on Population Education. Population education has been rapidly emerging as a new but important phase of the total program dealing with population planning. The report makes a clear cut distinction between population education and sex education. Population education is primarily a motivational force for creating the right attitudes to family size and the need for family planning. Knowledge is needed by children of the relationship between population and economic development, between a high birth rate and a high death rate, between national income and per capita income, the growth rates in different countries, and the other relevant facts connected to the population problem. Population education should, however, not be treated only as a quantitative phenomenon; it is the quality of population that is most relevant both as a factor of growth and an end-product of growth. Students at all levels have a right to accurate information about the effect of changes in family size and in national population on the individual, the family, and the home. A separate Population Education Cell should be established to develop suitable curricula for teacher training colleges and public schools. (Author/GDB)

ED 060 311 AA 000 904
Report of the First Meeting of the Ministry of Education and Youth Services (National Board of School Textbooks).

Ministry of Education, New Delhi (India).

Report No.—CEAS-70-16-E

Pub Date Oct 70

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Course Content, *Instructional Materials, National Programs, State Departments of Education, Teaching Guides, *Textbook Evaluation, *Textbook Preparation, *Textbook Publications, Textbook Research, Textbooks, Textbook Selection, *Textbook Standards

Identifiers—*India

This document is an English-language abstract (approximately 1,500 words) of a report concerning the distribution and production of school textbooks in India. All states except Gujarat have nationalized textbook production. While several states have produced more than 150 textbooks through state-controlled efforts, many others have produced only a few textbooks through this process. The recommendations of the National Board of School Textbooks cover the following: (1) agencies responsible for the production of textbooks; (2) improvement of the quality of textbooks; (3) preparation of supplementary educational materials; (4) introduction of some common textbooks throughout the country; (5) printing, pricing and distribution; and (6) role of the central agencies such as the National Council of Educational Research and Training in the textbook programs. It is recognized that the State Education Department should assume direct responsibility for producing quality textbooks at reasonable prices. Not only should everything be done to promote the writing, designing, printing, and low cost distribution of textbooks, but effective use of them by teachers and students should also be stressed. Textbooks must be continuously evaluated and revised. Coordination among the states in textbook efforts is a must. (Author/GDB)

ED 060 312 AA 000 905
Report of the Sixth Conference of Vice-Chancellors of Universities in India (1969).

University Grants Commission, New Delhi (India).

Report No.—CEAS-70-17-E

Pub Date Oct 70

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Adult Education, Colleges, *Curriculum Evaluation, Decentralization, Educational Finance, *Educational Planning, *Higher Education, Student Participation, Teacher Education, Universities, *University Administration, University Extension, Vocational Education, Work Study Programs
Identifiers—*India

This document is an English-language abstract (approximately 1,500 words) of a report of the Sixth Annual Conference of Vice Chancellors of Universities in India. The Education Minister in his inaugural address referred to the large-scale expansion in the field of higher education and the problems and difficulties thus produced. Another important point the Minister brought out was the introduction of regional languages as a medium of instruction. The Chairman of the University Grants Commission in his address to the conference referred to previous recommendations made regarding the medium of instruction, improvement of standards, provision of facilities and other vital educational matters. He expressed his regret on how low the national Indian budget was for education. Students should participate to a greater extent in University affairs. There is a need for constant review and revision of current academic courses; this was a conference consensus. University requirements should be coordinated with manpower needs. Examination reform was another subject under discussion. The existing regional imbalances and disparities were noted in regards to higher education facilities. The conference felt that reforms were overdue in the existing university structure. (Author/GDB)

ED 060 313 AA 000 906
La formacion civica y la educacion de adultos; discurso de inauguracion y recomendaciones (Adult Training for Citizenship and Education; Opening Address and Recommendations).

Report No.—CEAS-70-18-E

Pub Date Oct 70

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—El Maestro, Mexico; n1 p21-52 Jul 1969

Document Not Available from EDRS.

Descriptors—Abstracts, *Adult Basic Education, *Adult Education, *Adult Vocational Education, *Citizenship Responsibility, Community Development, Continuous Learning, Elementary Schools, *Literacy Education, Public School Adult Education, Rural Education, Social Change, Technical Education, Transfer of Training
Identifiers—*Mexico

This document is an English-language abstract (approximately 1,500 words) of the Mexican Education Minister's remarks at a conference for adult education. He stated that educational reform was part of a far reaching plan for social reform; he characterized civic training as an all-sector task, transcending confinement to the classroom and embracing the whole of a man's life; he drew attention to the importance of literacy training and to the problem of getting new literates to make regular use of their new found skills; he insisted that Mexican education should become closer to the realities of rural culture; he stressed better teaching methods to bring knowledge closer to adults seeking it. The Conference made a number of recommendations concerning civic training. The scope and objectives of any training should be incorporated in the system of integral education postulated by the Mexican Constitution. Democratic principles should be fostered in the organization of school life. The conference went on to recommend that education for adults must necessarily fall within the concept of permanent and continuous education to promote social change. There should be an expansion of elementary schools both for adults and juveniles. Technical training for workers was another area of discussion. (Author/GDB)

ED 060 314 AA 000 907
Declaratoria del IV Congreso Nacional de Educacion Normal (Declaration of the Fourth National Congress on Normal Education).

Report No.—CEAS-70-19-E

Pub Date Oct 70

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—El Maestro, Mexico; n1 p67-118 Jul 1969

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Development, Elementary School Teachers, Methods Courses, Professional Education, *Teacher Education, *Teacher Education Curriculum, Teacher Evaluation, *Teacher Qualifications, *Teachers Colleges, Teaching Techniques
Identifiers—*Mexico

This document is an English-language abstract (approximately 1,500 words) of a declaration drawn up by the participants of the Fourth Mexican National Congress of Normal Education. The declaration points out the importance of teacher training in the educational system, the fundamental problems presently facing this level of studies and the significance of reform. The main objective of teacher education is to give elementary school teachers the required preparation to teach. The curriculum should cover both teaching techniques and subjects on general culture; professional ethics and social training are also important. Normal (teacher training) schools should function independently of secondary schools to affirm their professional character. The assigned semester courses should be related in an effective manner, balancing semesters and methodically planning teaching activities. The teacher training course should be extended from three to four years, and a BA should be a prerequisite for becoming a teacher. Class sessions should be kept to one hundred minutes. It is recommended that artistic programs stimulate creativity. Educational and vocational guidance, psychological, social, and medical work are considered specialized services. Teacher selection should be objective, and they should be unionized. (Author/GDB)

ED 060 315 AA 000 908
Aprender haciendo; Manual del Maestro (1 and 6 Grados) (Learning as You Go Along: Teacher's Handbook) (First to Sixth Grades).

Secretaria de Educacion Publica (Mexico).

Report No.—CEAS-70-20-E

Pub Date Oct 70

Note—2p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Educational Methods, *Elementary Education, *Instructional Materials, Manuals, *Teaching Guides, *Teaching Techniques
Identifiers—*Mexico

This document is an English-language abstract (approximately 1,500 words) of six teachers manuals from the first to the sixth grade as used in the Mexican school system. They include suggestions for exercises from folding, cutting out, pasting, coloring and similar operations designed for the first grade up to simple electrical and electronic operations for the sixth grade of elementary school. For each grade, the corresponding manual includes recommendations for the conduct of the exercises and suggestions for planning and setting them in an organized manner. When the work is being carried out, it is a good occasion for training the children in habits of precision and order. The manuals should be considered as technical guides, and not as an addition to the curriculum. Each manual is designed specifically to parallel the subject matter and activities in each grade, describing and listing the materials, standards and concepts appropriate to each grade level. Each handbook includes a bibliography. (Author/GDB)

ED 060 316 AA 000 909
Nigeria's Need for a Federal Inspectorate of Schools: A Preliminary Study.

Federal Ministry of Education, Lagos (Nigeria).

Report No.—CEAS-70-21-E

Pub Date Oct 70

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Coordination, Educational Quality, *Elementary Schools, *Evaluation Needs, *Federal Programs, *Federal State Relationship, Field Check, Government Role, Professional Personnel, Secondary Schools, Teacher Role
Identifiers—*Nigeria

This document is an English-language abstract (approximately 1,500 words) of a report partly based on a round-table discussion between an expert from the United Kingdom and the Chief Inspectors of all the states of the Federation, and partly based on consultations with state ministries of education. It was virtually impossible for any of the twelve states to provide an adequate inspectorate of their own because of the lack of trained personnel. National unity and the raising of educational standards requires a Federal inspectorate. The Federal Government had been sending out advisers to the states occasionally, but this has been inadequate. The report recommends that a beginning should be made with the establishment of a Federal inspectorate with adequate funding; that the Federal Government should enter into formal discussion on the matter with each state and the Nigerian Union of Teachers; that machinery should be set up as soon as possible for the selection of a nucleus group, and recruitment. The whole question should also be referred to the legal department for advice. The functions of the Federal inspectorate should be advisory only. The inspectorate should include experts in elementary education methods. The professional relationship between the state inspectors and the federal inspectors should be one of mutual trust and esteem. (Author/GDB)

ED 060 317 AA 000 910
Koki-chuto Kyoku no kakuju-kyoku ni tsuite (On the Expansion and Adjustment of the Senior Stage of Secondary Education).

Ministry of Education, Tokyo (Japan).

Report No.—CEAS-68-1-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Correspondence Study, *Curriculum Development, Curriculum Planning, *High School Students, Individualized Instruction, Manpower Development, Occupational Guidance, *Secondary Education, *Senior High Schools, Skill Development, *Vocational Education, Youth Programs
Identifiers—*Japan

This document is an English-language abstract (approximately 1,500 words) of a report on secondary education by the Japanese Central Advisory Council on Education. In the light of global educational trends, the Council was unanimous in its opinion that Japanese secondary education needed reform. The fundamental problems in Japan are these: (1) there is an overemphasis in Japan on formal education, and (2) there is too much prejudice in favor of certain white collar occupations, intellectual ability is overvalued, and technical skill is undervalued. These shortcomings have resulted in educational uniformity to the detriment of free development of individual aptitudes and abilities. Better methods of vocational guidance should be developed in the senior stage. Combining junior and senior high schools should be considered along with more flexible curricula. Better methods are needed for student selection. The necessity for providing senior high school for all was also recognized by the Council. The senior year should be made compulsory. The curriculum should be diversified to meet the demands for new specializations and manpower needs. (Author/GDB)

ED 060 318 AA 000 911
Naka, Arita
Meiji shoki no kyokuu seisaku to chihou eno teichaku (Educational Policies and Their Localization in the Earlier Years of the Meiji).

Report No.—CEAS-68-2-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Organization, Administrator Role, *Educational Administration, *Educational History, *Educational Legislation, *Educational Policy, Elementary Education, *School Districts, School Personnel, Secondary Education
Identifiers—*Japan

This document is an English-language abstract (approximately 1,500 words) of a history of edu-

cation during the Meiji period in Japan. Gakusei was the first school code, passed in 1872; it created Japan's first system of modern education. The study deals with the relations between the educational policies of the central government and the actual practices in local school districts in the early years of the Meiji era (1868-1912). Five themes are treated: (1) the organization of educational administration; (2) school districts; (3) the establishment of elementary schools; (4) the district education officer; and (5) the school officer. The 1872 School Code envisaged the establishment of universities, secondary schools, and elementary schools in the eight university districts or "great school districts" into which the whole country was to be divided. The Ministry of Education, founded in 1871, ordered an elementary school and a foreign language school to be established in the Tokyo prefecture. These schools were intended to be built by the people and maintained by fees. Older private schools were termed Terakoya, and taught in conformity to the verities of Confucianism. The new schools were public and secular in approach. (Author/GDB)

ED 060 319 AA 000 912

Daigaku Nyugakusha Senbatsu Hoho ni kansuru Kenkyu (Research on Examination for Entrance into Universities).

National Inst. for Educational Research, Tokyo (Japan).

Report No.—CEAS-68-3-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—Bulletin; n25 1961, n37 1963, n4 1964, n48 1966

Document Not Available from EDRS.

Descriptors—Abstracts, Academic Ability, *Admission Criteria, College Admission, *College Entrance Examinations, Educational Research, Grades (Scholastic), Higher Education, High School Students, *Student Records, *Student Testing, *Test Validity, Universities
Identifiers—*Japan

This document is an English-language abstract (approximately 1,500 words) of a series of research papers on the selection of college and university students. One paper compared the scores gained by three different types of entrants to six universities attracting applicants of high quality. It was found that a candidate has almost no chance of success in second or third attempts if his score was less than 50% on his first try, and improvement in mathematics has more effect in determining success or failure than does improvement in other subjects. The second paper studied the relationship between performance at school, in the entrance examinations, and at the university. The results showed that performance in school tended to be more correlated with university work, especially in specialized fields. The third paper was a detailed investigation of the relationships between school reports and the university performance of entrants into better-known universities. The last study was conducted on all the entrants in 1959 to the departments of engineering, law, economics, and literature of Hokkaido University. These researches indicate that it is important to consider whether the applicant is fresh out of high school, or a repeater, and better selection will be made if the university looks at the high school record. (Author/GDB)

ED 060 320 AA 000 913

Chihō-kyūko-linskai no Gyoseikino ni kansuru Kenkyu (On the Administrative Functions of Local Boards of Education).

National Inst. for Educational Research, Tokyo (Japan).

Report No.—CEAS-68-4-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Organization, *Administrative Personnel, *Board of Education Role, *Boards of Education, Decentralization, *Educational Administration, Inservice Teacher Education, Personnel Policy, School District Autonomy, *School Districts, *Teacher Retirement
Identifiers—*Japan

This document is an English-language abstract (approximately 1,500 words) of a research report on the administrative functions of local boards of education. The report discusses (1) The organization of local education boards; (2) Personnel administration of teachers; (3) Inservice training of teachers; (4) Improving the administrative functions of local boards; and (5) The adequate size of a school district. Some 60% of local boards have jurisdiction over units with fewer than 15,000 people, yet they are equal in responsibility and authority with the larger city boards. It is only boards with authority over areas with more than 50,000 that seem to be able to have a balanced division of work for its staff members; the small boards seem anxious to increase their staffs. Boards of all size report that administration concerning retirement of teachers is one of the major difficulties because there is no law setting the age limit, and teachers are expected to retire on the advice of the controlling authority. All boards appear to want more money, more staff, and support from the municipal government. (Author/GDB)

ED 060 321 AA 000 914

Waga kuni no shiritsu-gakko (Private Schools in Our Country).

Ministry of Education, Tokyo (Japan).

Report No.—CEAS-68-5-E

Pub Date Mar 69

Note—7p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Legislation, Educational Policy, Elementary Education, Females, *Financial Support, *Higher Education, Males, *Private Schools, Secondary Education, Statistical Data, *Student Enrollment, Tables (Data), Tuition
Identifiers—*Japan

This document is an English-language abstract (approximately 1,500 words) of data on Japanese private schools prepared for the Investigation Committee on Policies for the Promotion of Private Schools. General statistics are presented to show that private schools have played a very significant educational role in Japan. The number of private institutions of higher education have always accounted for about half of the total. Private schools must abide by minimum standards, but otherwise they are autonomous. Some financial support is given them to make up deficiencies. Donations to private schools are tax-exempt. Private schools may be established as corporations instead of foundations as was the case previously. Teachers are required to be certified in accordance with the School Education Law of 1947. The Private School Law of 1949 allowed the spending of public money for private school. There are more girls than boys in private junior colleges. There are few private elementary and secondary schools in Japan. Student fees in private universities are about six times what they are in public schools. Inferior schools should be reorganized or abolished, and establishment of private institutions should be made more difficult. (Author/GDB)

ED 060 322 AA 000 915

Sagara, Ichi

Kokusai kyoiku gyosei shiron (Some Ideas on International Educational Administration).

Report No.—CEAS-68-6-E

Pub Date Mar 69

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—Kyoto University Research Studies in Education; v14 p136-49 Mar 68

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Agencies, Decentralization, *Educational Administration, Educational Research, *International Education, *International Organizations
Identifiers—*Japan, UNESCO

This document is an English-language abstract (approximately 1,500 words) of an educational research study on the twin concept of educational administration that is international in scope and administration for the advancement of international education. The basic principles of international education administration are internationalism, noninterference in domestic affairs, regionalism, regard for human rights, and advisory administration. The bodies that have taken responsi-

bilities in various aspects of international education administration are UNESCO, ILO, OECD, and IBE. Decentralization is desirable in international politics and administration as well as in domestic government. International administration is as yet only advisory because there is no functional rule of law. Educational administration affects both the external—finance, equipment, personnel—and the internal—objectives, curriculum, methods. The education of adults and young adults, particularly illiterates, has long been energetically attacked by UNESCO. UNESCO's Constitution is based on a regard for independence and noninterference in the internal matters of nations. International rules relating to education and culture are increasing in number. (Author/GDB)

ED 060 323

Hanada, Takashi

Noken test fusaiyo-ron ko (A Study of Opinions against Adopting the ETRI Tests).

Report No.—CEAS-68-7-E

Pub Date Mar 69

Note—4p.; A collection of theses on the history of educational systems and the administration of education

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Admission Criteria, *Aptitude Tests, *College Entrance Examinations, *Educational Testing, Higher Education, *Multiple Choice Tests, Student Evaluation, *Test Construction, Test Interpretation, Test Reliability

Identifiers—Educational Test Research Institute, ETRI, *Japan

This document is an English-language abstract (approximately 1,500 words) of a thesis answering the arguments against adopting the tests from the national Educational Test Research Institute (ETRI). The author gives an account of the committees on selection methods in his own university and also analyzes responses to an opinion survey conducted on the staff of his university with regard to the ETRI external examination system. These opinions are considered typical of Japanese academic opinion. Most surveyed agreed the test questions were well constructed. Common criticisms are that they are multiple choice, random responses are counted as correct and the test fails to measure independent thinking. The author answers the criticisms—statistical techniques can eliminate random responses and questions can be constructed to measure independent thought. Many critics contend that it is too early to adopt the tests because there is no evidence that they are more valid than the traditional ones. But neither is there evidence that the converse is true; one is at least as reliable as the other. Other criticisms are also attacked by the author. (Author/GDB)

ED 060 324

Ueno, Tatsumi

Yoji kyōiku gimuka no shomondai (Compulsory Early Childhood Education Problems).

Report No.—CEAS-68-8-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—Japanese Journal of Educational Research; v35 sep 1968

Document Not Available from EDRS.

Descriptors—Abstracts, Age Grade Placement, Age Groups, *Early Childhood Education, Educational Legislation, Inservice Teacher Education, *Kindergarten, Kindergarten Children, *Nursery Schools, Preschool Children, *Preschool Education, *Preschool Teachers, Teacher Education

Identifiers—*Japan

This document is an English-language abstract (approximately 1,500 words) of an article on preschool education. The author's first point is that early childhood education should be run separately from elementary education. It is true that the education of five year olds forms part of elementary education and is so practiced in the USA and the UK, but it is not desirable in Japan, where undue emphasis is already placed on intellectual development. Kindergarten should not be mere preparation for the first grade. Nurseries and kindergartens should be unified to cover all three to five year olds. Public and private kin-

dergartens should be coordinated. In making early childhood education compulsory, not all private kindergartens should be turned into public ones. It is impossible to make early childhood education compulsory at one stroke because these institutions are so unequally distributed throughout the country. It should be done one age at a time, starting with the five year olds. More facilities and teachers are needed. Three thousand kindergartens are planned during the seven year scheme and 18,000 kindergarten teachers were to be trained by 1970. About a third of private kindergarten teachers are teaching with temporary certificates, so inservice training should be improved and intensified. (Author/GDB)

ED 060 325 AA 000 918
Chugakko kyoikukatei kaizen no kihon-hoshin
(Basic Policies for the Improvement of the
Lower Secondary School Curriculum).

Ministry of Education, Tokyo (Japan).

Report No—CEAS-68-9-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Design, *Curriculum Evaluation, *Curriculum Guides, Educational Objectives, Educational Planning, Elective Subjects, Japanese, Junior High School Role, *Junior High Schools, Language Instruction, Secondary Education

Identifiers—*Japan

This document is an English-language abstract (approximately 1,500 words) of a two-part report dealing with curriculum improvement in junior high school. The junior high school should provide education for youth having completed elementary school, at that particular phase of physical and mental development, and prepare them for continuing their education. The curriculum should include Japanese, social studies, mathematics, science, music, fine arts, physical education, industrial arts, home economics, foreign languages, agriculture, industry, commerce, fishery, moral education, and other subjects and extracurricular activities. The report presents a breakdown of the number of periods per year that should be devoted to each of the above mentioned subjects. The greatest class periods in all three years are devoted to Japanese (175) while moral education rates 35 periods a year for all three years. A period lasts 50 minutes, and the total number is spread over 35 weeks in the school year. The curriculum should be adapted to conform to local conditions, and guidance should be emphasized, making allowances for exceptions for students having difficulties. Certain subjects are required, while others are elective. (Author/GDB)

ED 060 326 AA 000 919
Chuo-kyokko-shingikai dai 21, 22, 23, tokubetsu-shingikai shingikeika chukan hokokusho (The Interim Reports of the 21st, 22nd, and 23rd Committees of the Central Council for Education).

Ministry of Education, Tokyo (Japan).

Report No—CEAS-68-10-E

Pub Date Mar 69

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Educational Demand, *Educational Finance, *Educational Planning, *Enrollment Rate, Higher Education, Preschool Education, Private Schools, Public Schools, Secondary Education

Identifiers—*Japan

This document is an English-language abstract (approximately 1,500 words) of the reports of three committees of the Central Council for Education. The 21st Committee reports that school education in Japan has expanded in balance with the level of schooling of parents and society at large, in proportion to the economy, and within the per capita income of the people. Viewed in this light, the large increase in enrollments since the end of World War II should not be viewed as remarkable. The 22nd Committee claimed that compulsory education has progressed rather gradually since 1872. Full and universal attendance has always been a goal. Junior high school is now compulsory, and senior high school covers 75% of that age group. The 23rd Committee

stated that in determining the scale on which education should be financed, full account should be taken of the recent tendency for the ratio of educational expenditure to the national income to remain stationary, and for the ratio of public expenditure on educational in the total educational expenditure to decline. (Author/GDB)

ED 060 327 AA 000 920
Report [of the] Committee on Tertiary Education.

Western Australia.

Report No—CEAS-68-11-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Agricultural Education, College Programs, *Educational Administration, *Enrollment, *Higher Education, Statistical Data, *Teacher Education, *Universities

Identifiers—*Australia, Western Australia

This document is an English-language abstract (approximately 1,500 words) of a Western Australian report on higher education in that state. The Committee recommended that a "Tertiary Education Commission" be established as an ongoing body, to advise the Government on developments over the whole field of tertiary education and to encourage coordination between all the autonomous institutions involved. Through its funding procedures, the Australian Federal Government has established a tripartite pattern in higher education to differentiate between university, teacher, and advanced education. The Department of Education has been the best administrator of higher education. However, teacher education should be removed from its control. The University of Western Australia should not grow beyond a maximum of 8,000 full time students, and 2,000 part time students on its present campus. Planning should begin as soon as possible for a university college to open after 1972. The trend is away from small institutions devoted to training in single technologies. The report includes statistics on enrollments, graduates, associates, and projections for future enrollment at the University. Farming and mining need expansion in Western Australian advanced education. (Author/GDB)

ED 060 328 AA 000 921
The School in Society.

Tasmanian Education Dept., Hobart (Australia).

Report No—CEAS-68-12-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Adult Education Programs, *Curriculum Planning, Educational Objectives, *Elementary Education, School Buildings, *School Community Relationship, *School Role, *Secondary Education, *Social Development, Teacher Participation, Technical Education, Vocational Education

Identifiers—*Australia, Tasmania

This document is an English-language abstract (approximately 1,500 words) of the role of school in Tasmania as seen in a report by a committee appointed to determine that question. At present, Tasmanian children are required to attend school between the ages of 6 and 16. About 20% of children attend private schools. The demands of society for citizenship, vocational competence, and self-inclination are common to all students, so this type of education should be provided for all. The use of mass media should be considered when planning educational programs, as well as oral communications and problems of personal and social relations in all subjects. In secondary schools, more thought should go into curriculum planning to allow for individual student abilities. Technical subjects in high schools should be considered as extensions of the primary arts and crafts program, and all students should be allowed to participate. Teachers should be more involved in curriculum planning. The school should accept responsibility for consideration of moral issues, including sex education and dangers of drugs. New schools should become community centers, so that adults can continue their educations and workers can upgrade their skills. (Author/GDB)

ED 060 329 AA 000 922
Education from Three to Eight.

Tasmanian Education Dept., Hobart (Australia).

Report No—CEAS-68-13-E

Pub Date Mar 69

Note—2p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Class Size, Instructional Materials, *Kindergarten, Medical Evaluation, *Parent Participation, Preschool Children, *Preschool Education, School Buildings, *School Organization, Special Education, *Teacher Education

Identifiers—*Australia, Tasmania

This document is an English-language abstract (approximately 1,500 words) of a report concerned with preschoolers and kindergarten in Tasmania. The committee recommended that preschools should be established as a common extension of the statutory provision for education; a general director should be responsible for the whole area of education from three to eight years of age. The length of teacher education courses should be gradually extended from three years to four years. Selection of student teachers should be made by the institution where application is made. The report emphasized the need for continuity of development between the ages of three and eight. The upper limit for preschool classes should be 25, with smaller groups recommended for the younger children. The principle of parent involvement in equipping and maintaining preschool facilities should be evoked. Priority in setting up the system should be given the top age group of the 3-8 span. The School Medical Officer should assess any handicap which might affect a child's learning ability. Architects should consult educational specialists before planning future preschools. (Author/GDB)

ED 060 330 AA 000 923
Wykes, O. King, M. G.

Teaching of Foreign Languages in Australia.

Report No—CEAS-68-14-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Audiovisual Aids, Educational Objectives, French, German, Higher Education, Latin, *Modern Language Curriculum, Russian, School Surveys, Secondary Education, *Second Language Learning, *Sex Differences, *Student Attitudes, Teaching Techniques

Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of a survey concerning the teaching of foreign languages in Australia. Experimental research into the validity of the various aims and claims for foreign language teaching is summarized, and the authors conclude that while much research has been done on cognitive aspects, little is available in the area of methodology, student foreign language attitudes, or effect of language on student foreign country attitudes. The most popular language is French, followed by Latin and German. Fewer than 1% of students in Australia study any foreign language other than the three mentioned. A far higher number of girls than boys complete their language courses, the wastage is great. Boys might prefer to study Russian and German because of their interest in science, rather than French. Action should be taken to remedy the present unequal spread of foreign language resources in the universities. Although French has a high enrollment, it is the least liked subject at all levels, evoking stronger feelings of like and dislike than other subjects. When teaching aids and activities are used, interest in French increases. (Author/GDB)

ED 060 331 AA 000 924
Bartle, Graham

Music in Australian Schools.

Australian Council for Educational Research,

Melbourne.

Report No—CEAS-68-15-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Design, Elementary Education, Inservice Teacher Education, Musical Instruments, *Music Education,

*Music Teachers, Music Theory, School Surveys, Secondary Education, Specialists, *Teacher Education, *Teacher Supervision, Vocal Music

Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of a survey of music in Australian schools. The survey included all types of schools, and includes facilities and equipment for musical education, and the use made of them. The courses of study, organization of musical activities, finance, supervision, teacher training, and the number of children effectively reached are all included in the survey. In Australia, five of the six states have supervisors of music attached to their Education Departments. Of these five, three are almost entirely concerned with music education in elementary schools. The supervisors vary greatly in salaries paid them; their duties include the organization of all aspects of music education, from supervising assistants and organizing syllabuses to conducting at music festivals. The present fragmentary condition of music education in elementary schools stems from the dependence of the quality of the instruction on the interest of the class teacher and the divided responsibility occurring when itinerant specialists take some of the lessons and the class teacher the remainder. The majority of public schools encourage only vocal performance. Special music rooms are recommended in all newly built schools, as well as record libraries. Too much emphasis is placed on harmony and counterpoint by the Australian Musical Examination Board. (Author/GDB)

ED 060 332

AA 000 925

Sutherland, J. A.

Agricultural Education in the South Pacific.

United Nations Food and Agriculture Organization, Rome (Italy).

Report No.—CEAS-68-16-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Agricultural Colleges, *Agricultural Education, Curriculum Planning, *Developing Nations, Extension Agents, *Extension Education, Inservice Teacher Education, *Teacher Education, Teacher Shortage, *Vocational Agriculture Teachers, Young Farmer Education

Identifiers—*Australia, South Pacific

This document is an English-language abstract (approximately 1,500 words) of a paper presenting the results of a survey conducted in 1967 by the Food and Agricultural Organization (FAO) of the United Nations at the request of the South Pacific Commission. The survey included existing facilities for agricultural education in the several territories of the South Pacific: Western Samoa, Papua, New Guinea, Fiji, Solomon Islands, Tahiti, New Caledonia and others. An assessment was made of agricultural needs at several educational levels. Certain recommendations were made resulting from this survey. There is a wide variation in the standards of institutions issuing diplomas. In only one territory had an effective philosophy of extension teaching been developed. It is recommended that the South Pacific Commission offer to organize technical inservice training courses for staff members of all colleges, institutes, and schools concerned with agriculture. Training of the teaching of agriculture is a must. Lack of statistical data regarding population makes population projections difficult. Every South Pacific territory visited had a shortage of trained personnel. (Author/GDB)

ED 060 333

AA 000 926

Qarar Wizarati Raqam 64 bitarikh 15.5.1968 fi sha'an Tanzim Aghizat Al-wizarah (Ministerial Decree No. 64, Dated 15 May 1968, Concerning the Organization of the Ministry).

Ministry of Education, Cairo (United Arab Republic).

Report No.—CEAS-68-17-E

Pub Date Mar 69

Note—2p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Organization, *Administrator Responsibility, *Educational Administration, *Educational

Legislation, *Educational Planning, Elementary Education, Governmental Structure, Secondary Education, Teacher Education

Identifiers—Ministry of Education, *United Arab Republic

This document is an English-language (Approximately 1,500 words) of an Egyptian decree organizing the Ministry of Education. It spells out the duties of the Minister of Education and the bureaucratic hierarchy reporting to him, with a delineation of their respective responsibilities. The major administrative divisions are devoted to elementary education, teacher training, secondary education, foreign relations, examinations, finances, and administration. The decree further provides that reports on the activities of the various subordinate sections should be submitted to the undersecretary concerned. A directorate of organization will determine which department is responsible for which educational sphere. (Author/GDB)

ED 060 334

AA 000 927

Ittigahat wa Nozom at-Ta'lim fi al-Gonhouriyah al-Arabiyah al-Muttahidah wa Makanat al-Ta'lim at-tougarfi fihha (Regulations in the United Arab Republic: Its Structure and Orientation, and the Position of Commercial Studies within the Educational System).

Ministry of Education, Cairo (United Arab Republic).

Report No.—CEAS-68-18-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Business Education, *Curriculum Design, Curriculum Planning, *Elementary Education, *Public Education, School Organization, *Secondary Education, Skill Development, Technical Education, Vocational Education

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) surveying Egyptian education. Elementary education is compulsory. It begins between the ages of six and eight and lasts six years. The curriculum includes Arabic, religion, social subjects, hygiene, arithmetic, community singing, music, physical education, drawing and handicrafts. In preparatory education, the trend is towards unification, the aim being to encourage the student's development and discover his abilities and guide him accordingly. Secondary education includes agricultural, industrial, commercial, academic, and teacher training for members of both sexes. Technical secondary schools may be attended by students who have completed their preparatory education, subject to age and aptitude restrictions. Commercial education is designed to produce a generation capable of working for a higher standard of living and to train workers for various national development projects. Measures by the Government to encourage commercial education include broadening the curriculum to include public accounting, co-ops, port management, labor legislation, social security, and economic development. (Author/GDB)

ED 060 335

AA 000 928

El-Gohary, Z. M. Hussein, M. I.

Report on the Administrative Aspects of Educational Development in U.A.R.

Ministry of Education, Cairo (United Arab Republic).

Report No.—CEAS-68-19-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Policy, Administrator Responsibility, Decentralization, *Educational Administration, *Educational Improvement, *Educational Planning, Elementary Education, Higher Education, Organizational Change, Private Schools, Secondary Education

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a study of the development of education in the UAR since 1959. Education in the UAR is a major enterprise, and compared with other public activities, it employs far more people, spends far more money, and affects far more people both directly

and indirectly. In the beginning, there were difficulties in the application of the new educational policy. Local authorities participated in the educational process, and a decentralized system in administration was applied to ensure local government. Education reached rural and remote areas. Private education decreased as public education increased. The Ministry of Higher Education was founded to deal with universities. The Ministry of Education has applied the principle of centralization of planning and decentralization of execution. There are benefits in both centralization and decentralization. The Ministry of Education is responsible for elementary education teacher training, preparatory and secondary education, technical education, central services, foreign relations, finances, and administrative affairs. The reorganization of the Ministry was an improvement over the previous practices. (Author/GDB)

ED 060 336

AA 000 929

Qanun raqam 68 li-sanat 1968 fi sha'n al-ta'lim al-am (Law No. 68 of 1968 Concerning General Education).

United Arab Republic.

Report No.—CEAS-68-20-E

Pub Date Mar 69

Note—6p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Achievement Tests, *Admission Criteria, Competitive Selection, *Curriculum, *Educational Legislation, Educational Objectives, Educational Philosophy, *Elementary Education, *Public Schools, *Secondary Education, Student Certification

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a law passed by the UAR legislation covering elementary, preparatory, and secondary education. This law covers general regulations common to all three stages of education, the objectives of which are defined as the general intellectual, physical, moral, civic and national instruction of the young with a view of their becoming good socialist citizens. It provides for free public schools, which are compulsory in the elementary grades, but admission to the subsequent stages depend on the student's age and grades. The Ministry of Education and local education authorities are made responsible for educational planning and administration at their particular levels. In elementary school, students may repeat a grade only once. The performance of preparatory and secondary-school students will be assessed on the basis of their year's work. Passing grades in each subject are covered in the law, and also the conditions of promotion. The law goes on to deal separately in some detail with each level of education. The fight against illiteracy is one of the main objectives of compulsory elementary education. Secondary Education Certificates are awarded on the basis of passing a nation wide examination. (Author/GDB)

ED 060 337

AA 000 930

Al-qarar-wizarati raqam 159 bi-tarikh 21/8/1968 fi sha'n al-jam'iyyat al-ta'awuniyya al-ta'limiyya (Ministerial Decree No. 159, 21 August 1968, Concerning Educational Co-operative Societies).

United Arab Republic.

Report No.—CEAS-68-21-E

Pub Date Mar 69

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Cooperatives, *Educational Administration, *Educational Finance, *Educational Legislation, Elementary Education, *Private Schools, Secondary Education

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a Ministerial decree establishing educational cooperative societies, and spelling out their objectives, rules of procedure, fees, membership requirements, funding, administrative organization, voting procedures, distribution of profits, termination procedures, supervision, and union formation. Educational cooperatives are a form of semi-private institution established for the purpose of providing educational and teaching services from elementary through high school grades. The con-

ditions under which they may be established, maintained, show a profit, allow members, and be terminated are regulated and spelled out in detail in this decree; the rules and requirements are many and they are strict. The scale of fees and all matters concerning the financial disbursements are thoroughly regulated by virtue of this decree. The complicated structure and procedural requirements of these cooperatives are all presented in detail. (Author/GDB)

ED 060 338 AA 000 931

Lehtovaara, A.

The Predictiveness of the Finnish Matriculation: a Differential Psychology Study.

Report No.—CEAS-68-22-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—*Ability Identification, Abstracts, *College Entrance Examinations, Factor Analysis, Higher Education, Individual Differences, *Predictive Validity, *Psychological Studies, Research Methodology, *Student Testing, Universities

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of part of a comprehensive research project concerning the Finnish matriculation examination. The goal of the project was to explore the matriculation examination as a series of tests indicative of ability differences between individuals, regardless of their causes. The central aim of the study was to gauge the usefulness of the matriculation examination as a standard for predicting success or lack of success in university studies. The main group of individuals making up the sample was 1,330 Finnish-speaking students who graduated from the University of Helsinki, in the Departments of history, philology, mathematics, natural sciences, political sciences, and social sciences. Analysis of the role of the matriculation examination and its concurrent and predictive validity suggested at several points that the predictive information contained in the examination as taken by the sample group had so far not been utilized in the most efficient manner possible. A number of different research methods were used; the total group of 10,929 who were officially enrolled was compared with those who graduated to determine differences between the two groups. (Author/GDB)

ED 060 339 AA 000 932

Kyöstio, O. K.

Work Tests as Indicators of Vocational Fitness.

Report No.—CEAS-68-23-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—*Ability Identification, Abstracts, Metal Working Occupations, Nonverbal Tests, *Occupational Guidance, *Predictive Validity, Research Methodology, *Student Testing, Task Performance, *Test Construction, Test Results, Vocational Education

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a study of the prognostic value of handicraft training in Finnish school for subsequent success in school and on the job. The study raised several related questions—techniques of work appraisal, citizenship, school streaming, and trial periods at vocational schools. The tests call for making articles that require reading of diagrams, drafting them, forging, filing, plating, work with machines, and certain other types of activity. The group tested included 230 students from 14 schools. Results showed that a very positive correlation exists between the appraisal variables used; elementary school marks have prognostic value for the higher grades; the students' social status did not affect the work appraisal; the relation of school success to employers' judgement is slight; those who did well on the test generally did good work; and there is correlation between doing well on the work tests and well on the vocational entrance examinations—these were some of the findings of the investigation. The most difficult question seemed to be how to find the reliable criteria necessary for prediction of success in work. (Author/GDB)

ED 060 340

Kronqvist, Harry

"Frame Size" and Individual Differences in Programmed Instruction.

Jyväskylä Univ. (Finland).

Report No.—CEAS-68-24-E

Pub Date Mar 69

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Cognitive Ability, *Elementary School Students, *Learning Processes, *Programmed Instruction, Research, Retention Studies, Sex Differences, Student Testing, Teaching Techniques, Test Results

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a study of the stimulus variable of "frame size" and a group of variables reflecting student ability and sex. Individual differences were studied by varying ability, as measured by school grades and a battery of seven "factor tests" of intelligence and varying "frame size" in a program of Roman numerals. A total of 654 fourth graders were randomly assigned to the experimental and control groups of 575 and 79, respectively. There were no indications that "frame size" affects the learning results, but the time required by the learner increases as "frame size" diminishes. A strong relationship was found between different ability measures and learning results. Boys obtained higher achievement scores and learned faster than girls. Strictly speaking, the results cannot be generalized outside of that particular Finnish school district where the study was done because the sampling procedure was not totally randomized. In the future, the programmed task in the experimental design should be larger and more generalizable. (Author/GDB)

ED 060 341

AA 000 934

Access to Secondary Education Outside the Secondary Schools Proper in Finland.

Finland.

Report No.—CEAS-68-25-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Adult Education Programs, *Continuation High Schools, Correspondence Study, Educational Facilities, *Evening Classes, Evening Students, Guidance Services, High Schools, *Part Time Students, *Secondary Education, *Student Certification

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a report prepared by a committee to investigate ways to improve secondary education for those who don't attend high school on a regular basis. In the report, the committee analyzes and assesses the current secondary education system. It points to the shortcomings of the present system, recommends improvements, and reviews high school studies outside of regular daily attendance. There are two ways to obtain high school diploma equivalents outside of regular attendance as a student—evening adult classes or private schools. Some localities have no high schools, while others are overcrowded, so that some gifted individuals are not getting a secondary education. At present there are too few evening classes, too little guidance and finances in private schools. Other suggested institutions to provide secondary diplomas are civic and workers' institutes, folk high schools, and correspondence schools. Evening school should be free of charge, and secondary school scholarships should be available for evening classes as well as regular high school. The committee has motivated the start of several evening schools. (Author/GDB)

ED 060 342

AA 000 935

Valtion Taldekomitean Mietinto, 1965: A 8/15.1.1965 (Report of the Government Committee on Art, 1965).

Finland.

Report No.—CEAS-68-26-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Organization, *Art Education, Artists, *Educational Administration, *Educational Facilities, *Educational Finance, *Fine Arts, Government Role, Grants

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of the Committee on Art's proposals for the promotion of art in Finland. Communities should encourage their artists and art institutions to work and develop art education so that the arts may be raised to the significant position they deserve, paralleling the rise in intellectual and material standards of living. The Committee's recommendations cover legislation, administrative reorganization, education, and information. The plan of action and the priorities to be assigned call for close cooperation between the administration and the different branches of art. Reform is needed in the Ministry of Education's art committees. Seven state art committees should be set up to replace the six boards of art experts currently constituting the Ministry's art administration. The committees would be concerned with literature, graphic art, music, drama, architecture, industrial art, and photography. The organization, provincial branches, grants, awards, proposals for art promotion, information programs, and international contacts are also discussed by the Committee. (Author/GDB)

ED 060 343

AA 000 936

Peruskoulukomitean Mietinto 1966 A12 (Report of the Government Committee on School Reform 1966 A 12).

Finland.

Report No.—CEAS-68-27-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Comprehensive Programs, *Curriculum Design, *Educational Administration, *Elementary Education, High Schools, *School Organization, *Secondary Education, *Special Education, Vocational Education

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of a report dealing with the arguments for school reform, aims of elementary education, student development, elementary school activities, educational administration, and the measures leading to school reform in Finland. The purpose of elementary education in Finland is to give students both a cultural foundation and a knowledge of skills. The rapid industrialization of the country has made it essential to expand the school system and modernize the curriculum. A nine-year comprehensive school providing free basic education and taking into account individual student abilities and interests is clearly called for. Differentiated teaching, vocational preparation, practical skills, physical education, the environment, handicrafts, and foreign languages are some of the aspects of the curriculum discussed in the report. Special education must be arranged for handicapped children. By 1975, 80% of those who have completed their elementary education are expected to finish high school. It is increasingly difficult for a Finn to get a decent job without at least a high school education. (Author/GDB)

ED 060 344

AA 000 937

Laki Opiintokertoiminnan valtionavusta No.186/17.4.1964. Asetus opintokertoiminnan valtionavusta annetun lain täytäntöpanosta No.621/18.12.1964 (Act on Government Aid for Study Circles No. 186/17.4.1964. Decree on the Execution of Government Aid for Study Circles No.621/18.12.1964).

Finland.

Report No.—CEAS-68-28-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Adult Education, *Discussion Groups, *Educational Legislation, Financial Support, *Government Role, *Study Centers

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of Finnish legislation dealing with government financing of study circles. In the adult education system of Finland, a study circle is a working unit based on voluntary membership and aimed at fulfilling the educational needs of its members through group studies in accordance with a study plan drawn up in advance. The study circle elects a leader, chooses its subject of study, and approves a study plan. The membership of a circle varies between 5 and 25, but is usually between 10 and 15. The Government has supported study circles since 1921 by granting aid on an annual basis. The amount has varied considerably and without sufficient relation to needs, so that this Act was passed to define the percentage of adult education funds going to study circles. The study circles supported by government aid are also subject to government control, exercised by the National Board of Schools. The Ministry of Education authorizes the founding of a study center if its activities justify it and if no less than 600 study circles (or 75 for the Swedish-speaking) belong to the center. A study circle wishing to receive government aid must join one of the five national study centers. (Author/GDB)

ED 060 345 AA 000 938

Laki korkeakoululaitoksen kehittämiseksi 1967-81, No.228/6.4.1966; Asetus korkeakoululaitoksen kehittämiseksi 1967-81, No.455/24.9.1966 (Act No.228/6.4.1966 and Decree No. 455/24.9.1966 on the Development of Universities and Institutes of Higher Education, 1967-81).

Finland.

Report No.—CEAS-68-29-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Legislation, Educational Objectives, *Educational Opportunities, Facility Requirements, *Higher Education, *Student Teacher Ratio, *Universities

Identifiers—*Finland

This document is an English-language abstract (approximately 1,500 words) of Finnish legislation covering higher education between 1967 and 1981. The main aim of the act is to increase educational opportunities in Finnish higher education in the next few years. The number of those expected to take postgraduate studies by 1981 is 60,000. The buildings will be expanded and increased so that the available floor space will satisfy the needs of teaching, research and administration by the end of 1981. Provision is also made for proper equipment, collections, and libraries when the buildings are expanded. The number of teaching posts and offices and the amount of teaching by appointment will be increased so that there will be at least one full time instructor for every 12 students by 1981, in the humanities; the ratio will be even better in other fields. Minimum expansion goals are given for the years up to 1981. Recent publications on higher education in the future are referenced in the Act. (Author/GDB)

ED 060 346 AA 000 939

Predlog testa o razvoju i usavršavanju sistema obrazovanja i vaspitanja u SFRJ (Proposals for the Development and Advancement of the System of Education in Yugoslavia).

Federal Assembly of the Socialist Federal

Republic of Yugoslavia, Belgrade,

Report No.—CEAS-68-30-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Decentralization, *Educational Administration, *Educational Change, *Educational Legislation, *Educational Objectives, *Educational Policy, Financial Support, Secondary Education, *Socioeconomic Influences

Identifiers—*Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of a draft setting out an education system for Yugoslavia to be considered by the Federal Assembly. The proposals are divided into six chapters: (1) current trends and developments in education; (2)

socioeconomic foundations of educational development; (3) changes in the position and role of educational institutions; (4) aims of education; (5) guidelines for the development and advancement of the education system; and (6) the education system in the socioeconomic circumstances of the day. The first chapter outlines the main characteristics of the development of the education system and deals with the basic problems to be solved over the next period. Chapter two states the principles which guide educational thought throughout the social system. The third chapter deals with the school as a social and self-managing establishment which plans its own work and progress and adopts the best measures to perform its tasks. Chapter four defines the aims and tasks of education as the many-sided development of the human personality. The fifth chapter stresses the need for social activity designed to promote education in keeping with the development of science, technology, and socialism. The last chapter sets out the changes necessary in the education system. (Author/GDB)

ED 060 347 AA 000 940

Skole I i II stepena, kraj 1965-1966 (Primary and Secondary Schools at the End of 1965-66).

Federal Bureau of Statistics, Belgrade (Yugoslavia).

Report No.—CEAS-68-31-E; Statis-Bull-502

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Academic Performance, Age Grade Placement, *Educational Complexes, Elementary Schools, *Enrollment Trends, Language Instruction, *School Organization, Secondary Schools, *Statistical Data, Surveys, Teachers Colleges, Trade and Industrial Education

Identifiers—*Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of a bulletin of particulars in number of schools, departments, students, and teachers by the end of the 1965-66 school year. The bulletin begins by illustrating the growth of the primary and secondary schools with a year by year survey since 1959/60. In all secondary schools covering the 15-19 age group, there is a noticeable increase in the number of both schools and pupils. The number of schools for skilled workers fell. The bulletin also furnishes a comparative survey of schools provided for members of the various Yugoslav nationalities. A survey of all the schools, republic by republic is given. Other types of schools are also covered: teacher training colleges, physical training and domestic science schools, and music and ballet schools. In recent years, school centers have been started as a new form of educational establishment. Foreign languages are taught from the age of 11, with a choice of Russian, English, French, and German; the number of school centers are given, and a table gives the number of students taking each of the foreign languages. Several tables give fuller details of the degree of success attained by the students. (Author/GDB)

ED 060 348 AA 000 941

Pavlovic, M. Stamenkovic, V.

Zakon o srednjem obrazovanju, sa komentarom i objasnjenjima (The Secondary Education Act: With Commentary and Explanation).

Report No.—CEAS-68-32-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Design, *Educational Administration, *Educational Legislation, Fine Arts, General Education, Music, Professional Personnel, *Secondary Education, *Teacher Education, Technical Education, Vocational Education

Identifiers—*Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of an Act establishing the following school system: (1) Schools for technical and allied occupations in the economy and other activities of value to the community; (2) Schools for skilled workers in the economy and other social fields; (3) General technical schools; (4) Teachers colleges and schools for preschool teachers; (5) High schools, which are

called grammar schools in Yugoslavia; (6) Schools of fine arts and music. Secondary schools may also be organized as school centers, that is, schools offering training of different kinds within one field or allied fields, or a separate school community consisting of schools which train staff for one field or allied fields. The Act gives prominence to the educational content of school work. It closely defines the educational work performed by the schools. The statutory duration of secondary school education is four years. The Act recognizes certain categories of teachers and other personnel: theory teachers, practical teachers, ancillary teaching staff, and staff members (psychologists, librarians, medical officers, administrators, etc.)

ED 060 349

AA 000 942

Leko, I.

Oblik učenice samouprava o školskoj praksi (Forms of Pupils' Self-Management in School Practice). Pupils' Self-Management (Part 4, Chapter 5).

Report No.—CEAS-68-33-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Agricultural Skills, Athletic Activities, Athletic Programs, Cultural Education, Political Affiliation, *School Organization, Secondary Education, *Self Directed Groups, *Student Government, Student Leadership, *Student Participation, Student Role, *Student School Relationship, Technical Education

Identifiers—League of Pioneers, *Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of a book which deals with the inception and development of pupils' self-management (student government) from the earliest times to the present. It opens with a general review of developments. Student government in the United States is discussed in the second part. Part three is devoted to student government in the Soviet Union. Part four deals with pupils' self-management in teaching theory and school practice in Yugoslavia. Chapter five discusses pupils associations, cooperatives, sports clubs, cultural and artistic societies, and the League of Pioneers. In his discussion of the forms and working methods of the associations, the author emphasizes that public discussion of various happenings in the school is one of the most prevalent forms. He then reports the opinions of teachers and pupils on the associations—93% were positive in their appraisal. The author asserts that the majority of pupils' cooperatives at village schools concentrate on agricultural production, followed by fruit farming, market gardening, animal husbandry, and housework. Many schools have cultural and artistic school societies. A description of the organizational structure of the Pioneers League is also given. (Author/GDB)

ED 060 350

AA 000 943

Kustreba, T.

Ispitivanje predznanja djece prilikom upisa u prvi razred osnovne škole (Testing the Level of Knowledge of Children on Enrollment in the first Grade of Primary School).

Report No.—CEAS-68-34-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—Pedagogska iskustva, Zagreb; 1968, n1 4-8

Document Not Available from EDRS.

Descriptors—Abstracts, Arithmetic, Curriculum Planning, Grade 1, *Learning Readiness, *Literacy, *Maturity Tests, Parent Influence, *Primary Education, Reading Skills, School Orientation, Social Maturity, *Student Testing, *Test Results, Writing Skills

Identifiers—*Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of an analysis of tests given to newly enrolled first graders in Zagreb public schools. The analysis of the results of the investigation are presented into three sections: reading, mathematics, and social studies. The aim of the examination in the rudiments of literacy was to discover how many could read and write, read only, how many knew the

alphabet, or parts of it. The results of the investigation into mathematical notions showed that the newly enrolled pupils had a very broad grasp of this field. Testing their knowledge of nature study and social studies covered the area of their home, nature and man's work in the child's neighborhood, the most important institutions, the notions of village, town, the country's name, the time of day, where they were, personal hygiene and current events. From the results of the tests as a whole, it can be said that by the time they reach school enrollment age, the children from the district studied have achieved the mental maturity for regular schooling. Within the urban area of Zagreb, this is largely the outcome of parental upbringing, because 88% of these children do not attend preschool. (Author/GDB)

ED 060 351 AA 000 944
Visoke škole 1966-67 (Schools of Higher Education, 1966-67).

Report No.—CEAS-68-35-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit—Statistical Bulletin 509; 1968

Document Not Available from EDRS.

Descriptors—Abstracts, *Enrollment Rate, Enrollment Trends, *Higher Education, Instructional Staff, *Statistical Data, Teacher Distribution, *Teacher Education, Theological Education, Universities, *Vocational Education
Identifiers—*Yugoslavia

This document is an English-language abstract (approximately 1,500 words) of statistical data on higher education institutions for the winter semester of the 1966-67 academic year with comparative data of earlier years. The first group of tables gives a comparative review of students enrolled and teaching staff for the years 1938/39 and from 1963/64 to 1966/67. The second group of tables presents a series of analyses of the students enrolled for the winter semester of the 1966/67 academic year. There were 97 faculties in Yugoslavia that year, of which 38 were in technical fields. There were 14 academies of art. There were 16 schools of higher education with a total of 6,868 students, including 1,539 women. A feature of the development of higher education in Yugoslavia since the war has been the establishment of a large number of colleges of different kinds. The teacher training colleges have the largest number of students. The second group of tables also gives data on foreign students attending Yugoslav universities. Data on the previous education of regular students is also included. The third group of tables presents statistics on teaching staff, and the fourth on theological seminaries. (Author/GDB)

ED 060 352 AA 000 945

Campillo Sainz, Carlos. Alvarez, Tostado, Juan.

La Sección de Investigación sobre Educación Médica de la Facultad de Medicina de la Universidad Nacional Autónoma de México (The Medical Education Investigation Section of the School of Medicine of UNAM).

National Autonomous Univ. of Mexico, Mexico City.

Report No.—CEAS-68-36-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Advisory Committees, *Curriculum Development, *Educational Objectives, *Higher Education, Investigations, *Medical Education, Medical Students, Surveys, Teaching Methods
Identifiers—*Mexico

This document is an English-language abstract (approximately 1,500 words) of a survey of Mexican medical education needs for the future. To plan for these needs, SISEM of UNAM was formed with the objectives of carrying out and promoting investigations in the different areas of medical education. It also wants to distribute the information resulting from these investigations. Another of its tasks is to help solve educational and administrative problems. Expanding the number of professors in medical schools is still another goal of the Medical Education Investigation Section. To reach these objectives, SISEM must obtain information on current medical education in Mexico. The procedures to be adopted

by SISEM should include bibliographic revisions and explanatory and descriptive studies as a basis for the hypothesis to be tested. SISEM will also organize conferences and seminars. It will avoid centralization of authority. SISEM consists of specialists in preventive medicine, education, psychology, and the social sciences. It offers advice to professors interested in the investigation of medical education. One of the investigation projects was a study of the characteristics of first-year medical students. (Author/GDB)

ED 060 353 AA 000 946
Enunciado general del Plan (General Outline of the Plan).

Bulgarian Communist Party, Sofia.

Report No.—CEAS-68-37-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Compensatory Education, Curriculum Development, *Educational Objectives, *Educational Planning, *Elementary Education, Higher Education, Regional Programs, *Remedial Instruction, *Secondary Education, Teacher Education, Vocational Education
Identifiers—*Mexico

This document is an English-language document (approximately 1,500 words) of a study of the problems of increasing the capacity of the system to produce graduates at the elementary, secondary, and higher levels. It consists of three parts: the determination of the demands in elementary teaching, the quantitative goals of the system, and its qualitative goals. The causes of low production in elementary schools are the number of school age children who do not have access to school, and the number of students who fail a grade or who temporarily or permanently leave school before completing the course. The second part of the document establishes the quantitative goals. The first and most important goal is that by 1980 no child will have passed the compulsory age without having completed elementary school. To achieve this, the document proposes remedial courses in the schools to give an accelerated preparation to children who are two years above the normal age for their school grade. The second quantitative goal will be that by 1970 all children graduating from elementary school can register in the first year of secondary school. The qualitative goals call for vast educational and administrative modifications and improvements. (Author/GDB)

ED 060 354 AA 000 947

Documentos de consulta para iniciar la reforma educativa (Preparatory documents on educational reform).

Consejo Nacional Técnico de la Educación (Mexico).

Report No.—CEAS-68-38-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Change, *Educational Equality, Educational Improvement, *Educational Legislation, Educational Needs, *Educational Objectives, Educational Opportunities, *Educational Philosophy, Educational Planning, Educational Policy, Educational Principles, Educational Programs
Identifiers—*Mexico

This document is an English-language abstract (approximately 1,500 words) of two booklets on Mexican educational reform. The first booklet cites the parts of the Mexican Constitution dealing with education, the legal foundation of Mexican education, stipulating that it shall be universal, democratic, national, compulsory, free and immune from prejudices and fanaticism. It quotes from a President's report to parliament on the urgency of educational reform. The second booklet, which constitutes a working document for the group dealing with the educational system and its different levels and the factors promoting or hindering its efficiency, is divided into nine subsections: (1) educational research; (2) physical training; (3) educational; vocational, and occupational guidance; (4) out of school education; (5) aesthetic education; (6) ethico-social education; (7) modern communication media and education;

(8) evaluation; (9) administration. Each of those topics is considered on each level of education. UNESCO and Minister of Education speeches are included in the second booklet. (Author/GDB)

ED 060 355 AA 000 948

El humanismo y la educación en diversos niveles del sistema educativo nacional (Humanism and Education at Different Levels of the National Education System).

Consejo Nacional Técnico de la Educación (Mexico).

Report No.—CEAS-68-39-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Design, Educational Objectives, *Educational Philosophy, Personality Development, Physical Education, *Preschool Education, *Primary Education, *Secondary Education, *Teacher Education, Technical Education
Identifiers—*Mexico

This document is an English-language abstract (approximately 1,500 words) of six studies of the different levels of education and the humanistic content of the teaching program at each level. On the preschool level, it is stated that kindergarten education in Mexico attempts to put the small child in contact with the world that surrounds him. Elementary education includes health and physical training, use of natural resources in the environment, comprehension and improvement of social life, creative activities, practical activities, and acquisition of the elements of culture. Elementary schools should place a high value on the formative aspects of human personality. The efforts of secondary schools to supply a humanistic education is analyzed, beginning with a consideration of student needs and characteristics. The upper level of secondary education is studied in terms of student characteristics who enter preparatory schools, generally at sixteen to follow a three year course for the baccalaureate which gives entry to the National Autonomous University of Mexico. The education of teachers carried out by normal schools in Mexico aims at endowing them with broad cultural preparation. Higher normal schools train secondary school teacher in the integral development of youth. (Author/GDB)

ED 060 356 AA 000 949

Ideario Educativo (Principles of Education).

Consejo Nacional Técnico de la Educación (Mexico).

Report No.—CEAS-68-40-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Cultural Awareness, *Educational Legislation, *Educational Objectives, Educational Philosophy, Educational Planning, *Educational Policy, *Educational Principles, Family Life, *Humanism, Natural Resources, Public Schools, Religion
Identifiers—*Mexico

This document is an English-language abstract (approximately 1,500 words) which discusses an overall educational policy for Mexico based on Constitutional principles and those of humanism. The basic principles that should guide Mexican education as seen by the National Technical Council for Education are the following: (1) love of country; (2) Mexican nationality—open to all without discrimination; (3) enhancing Mexican culture; (4) study of Mexican problems; (5) development of resources; (6) free education; (7) democracy; (8) international solidarity; (9) better international relations; (10) fraternity and equal rights for all; (11) the common good; (12) protection of the family; (13) respect for human dignity; (14) progress of science; (15) full development of the personality; (16) no race, religion, group, sex, or individual privilege; (17) freedom of religion; (18) against ignorance and its consequences; (19) against servitude; (20) against fanaticism; (21) against prejudice; (22) against the money factor in education. (Author/GDB)

ED 060 357 AA 000 950

Iniciativa de ley federal del patrimonio cultural de la nación (Draft of Federal Law for the Cultural Heritage of the Nation).

Mexico.

Report No.—CEAS-68-41-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Anthropology, *Archaeology, *Cultural Background, Ethnology, Legislation, *National Programs, Spanish Culture

Identifiers—*Mexico, National Cultural Heritage

This document is an English-language abstract (approximately 1,500 words) of the draft of a law for the preservation of Mexican national heritage, particularly for the protection, conservation, and recuperation of cultural objects. The document consists of twelve chapters and six articles. Chapter 1 declares the protection, conservation, recuperation and growth of national cultural heritage to be in the public interest. The second chapter discusses how to include property into the National Cultural Heritage. Chapter 3 sets the limitations and rules for governing this property. The fourth chapter refers specifically to archaeological monuments. Laws are set for artistic and historic monuments, as well as folkloric and picturesque sites and national wonders in Chapters 4-7. The Commission for Cultural Wealth is created in Chapter 8. Chapter 9 indicates the duties and functions of the National Institute of Anthropology and the National Institute of Fine Arts. The tenth chapter is of special importance for the rules it establishes on the reproduction of these cultural objects. Chapter 11 creates the Registry and Catalog of the objects included in the NCH. The last chapter deals with administrative infractions and the penalties for law violations. (Author/GDB)

ED 060 358 AA 000 951

Aplicación de nuevas técnicas y procedimientos para la enseñanza de la lectura-escritura (Application of the New Techniques and Procedures for Teaching Reading-Writing).

Instituto Nacional de Pedagogía (Mexico).

Report No.—CEAS-68-42-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Ability Grouping, Ability Identification, Abstracts, Intelligence Tests, Positive Reinforcement, *Programed Instruction, *Psychoeducational Processes, *Reading Development, Remedial Instruction, *Remedial Reading, *Teaching Techniques, Writing Skills

Identifiers—*Mexico

This document is an English-language abstract (approximately 1,500 words) of experiments performed in Mexico, D. F. by way of introducing new techniques for teaching reading and writing, particularly in the remedial classes. The first part of the document deals with a series of experiments carried out with first grade remedial groups as follows: (1) the Detroit-Engel intelligence test was applied to classify first-grade pupils at each school; (2) according to this classification, groups were formed in three learning capacity levels—high, medium, and low; (3) the school year was begun with the classified groups; (4) after four months of scholastic activity, those pupils who showed little or no progress were selected for the remedial group. When this group was organized, it was the object of specific psychological studies by means of the Bender test the degree of visual-motor coordination. When test results were known, a special psycho-educational set of exercises for learning reinforcement and consolidation were used, enriched by the experience of a teacher who led one of the remedial groups. The results achieved with these techniques and programmed teaching were very satisfactory, promoting slow learners and repeaters permanently to the next grade. (Author/GDB)

ED 060 359 AA 000 952

Guía didáctica para la enseñanza de la lectura-escritura (Guide to the Teaching of Reading and Writing).

Instituto Nacional de Pedagogía (Mexico).

Report No.—CEAS-68-43-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Consonants, *Grade 1, *Learning Motivation, Primary Education, *Reading Development, Reading Improvement, *Teaching Guides, *Teaching Techniques, Vowels

Identifiers—*Mexico

This document is an English-language abstract (approximately 1,500 words) of a guide prepared by the National Pedagogic Institute for the teaching of reading and writing. The general principles in the guide will tend to unify first grade teaching methods. A brief presentation gives a description of the parts in which the guide is divided. (1) Preparatory exercises, to enable the child to reach complete maturity in the psychobiological aspects; (2) The teaching of vowels, basic to learning sentence and word analysis, and consonants; (3) The teaching of consonants is carried out through word and sentence analysis, and by forming new consonants with the sounds already learned. The chapter on the development of the third state contains suggestions for consolidating reading through exercises that should be practiced as soon as the child reads the first word. Using literary material not only improves reading ability, but also promotes the development of aesthetic sensitivity in the child. In the chapter on consonants, there is described the teaching of letters, with a series of suggestions for stimulating and beginning the learning of certain letters, plus suggestions for words, phrases sentences and lessons that can be formed with letters already learned. (Author/GDB)

ED 060 360 AA 000 953

Jimenez Lozano, Blanca And Others

Investigación educativa. El sistema escolar en sus diferentes niveles, factores que favorecen o frenan su eficacia y medidas de superación (Educational Research. The Educational System at Different Levels; Factors Promoting or Hindering Its Efficiency; Possible Improvements).

Instituto Nacional de Pedagogía (Mexico).

Report No.—CEAS-68-44-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Change, Educational Objectives, Educational Planning, Educational Problems, *Educational Research, *Financial Support, Mass Media, *Professional Personnel, Publicize, Research Needs, *Surveys

Identifiers—*Mexico

This document is an English-language abstract (Approximately 1,500 words) of a study on educational research in Mexico. Chapter one discusses the importance of educational research, in terms of its role both in scientific and technical development; it should use scientific methods so that it will have solid foundations. Chapter two is a survey of educational research in Mexico and what is going on in educational planning, teaching methods, psychology, anthropology, documentation, economics, and some other humanities. The third chapter follows the relationship between research and reform. Factors favoring educational research such as increasing awareness are covered in Chapter four. The inhibiting factors such as inferiority in research status are discussed in the fifth chapter. The last chapter proposes remedies in planning and coordination, theory and practice, staff, finances, and mass media to publicize the findings. (Author/GDB)

ED 060 361 AA 000 954

Yanez, Agustín

Palabras del Secretario de Educación Pública en la reunión anual de directores de educación federal e inspectores generales en los estados que se rigen por el calendario "A". (Address by the Minister of Education at the Annual Meeting of Directors of Federal Education and Inspectors General in Calendar "A" States).

Report No.—CEAS-68-45-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrator Responsibility, *Curriculum Evaluation, *Educational Change, Educational Needs, Educational Objectives, *Educational Planning, Educational Policy, *Educational Quality, Teaching Techniques

Identifiers—*Mexico, Minister of Education

This document is an English-language abstract (approximately 1,500 words) of a speech by the Mexican Minister of Education at an annual educators meeting. The Minister dealt with the administration and quality of education, the role of the directors and the duties towards them of the inspectors, and the main features of the reform of national education now being undertaken by the Ministry. The subject and the occasion gave the speech national significance as a policy statement to guide the officials responsible for directing and supervising education throughout the country. He told those assembled that a working group had been set up under the aegis of the National Technical Council for Education to examine those aspects of the reform that directly concerned the Ministry and any others that it should consider within the framework of comprehensive educational planning. Reform means a thoroughgoing social reform needed globally, but adopted to Mexican conditions. Quality should be the first concern of Mexican teachers and administrators. Curricula should be examined for their true educational potential. School inspectors have a major responsibility for quality in education. (Author/GDB)

ED 060 362 AA 000 955

Prokofev, M. A.

Narodnoe obrazovanie v SSSR 1917-1967 (Public Education in the USSR 1917-1967).

Report No.—CEAS-68-46-E

Pub Date Mar 69

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Adult Education, Communism, *Educational History, *Elementary Education, *Enrollment Rate, Enrollment Trends, Evening Classes, Higher Education, Literacy Education, Preschool Education, *Secondary Education, *Statistical Data, Tables (Data), Teacher Education, Teaching Techniques

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a book on the present state of Soviet education, with historical background for purposes of comparison. The introductory chapter traces the progress of Soviet education from 1917 to 1967. Comparative statistics are quoted to illustrate the results of the revolution that have taken place in the half century of Soviet rule. In Czarist Russia, about 75% of the population was illiterate, whereas according to the 1959 census, 97.8% of those in the 9-49 groups are literate today. Many other statistics are presented to show the benefits of compulsory free education in elementary schools, evening schools, secondary schools, and institutions of higher learning. There are chapters on preschool training, secondary general polytechnical schools, curriculum development, young Communist organizations, teachers, teacher training, educational principles and techniques, vocational and technical education, and the state of public education in each of the republics of the USSR. The numbers of students enrolled in various schools are given for comparisons for the years 1914/15—10 1/2 million; 1940/41—47 1/2 million; 1945/46—37 1/2 million; 1966/67—73 1/2 million. (Author/GDB)

ED 060 363 AA 000 956

Pervaja nauchnaya sessiya Akademii Pedagogicheskikh Nauk SSSR (First Scientific Session of the USSR Academy of Pedagogical Sciences).

Academy of Pedagogical Sciences of the USSR, Moscow.

Report No.—CEAS-68-47-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit.—Sovetskaja Pedagogika; n4 1968

Document Not Available from EDRS.

Descriptors—Abstracts, Child Development, *Child Psychology, *Curriculum Development, Educational History, *Educational Principles, *Learning Theories, Preschool Education, Public Education, Secondary Education, *Teacher Education, Teaching Methods, Vocational Education

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of some 50 papers

read at the first scientific session of a Soviet teacher training group. In the section on educational history and theory, papers were read reviewing the history and progress of public education and teacher education in the past 50 years in the Soviet Union. Meeting of the section on teaching methods heard papers read on progress achieved for a half-century and also on some of the urgent current problems of teaching in secondary schools. Two papers dealt with the problems of improving the content of school education in the light of contemporary progress, in science, technology, and culture. Questions of polytechnical education at the current stage of progress was the theme of another presentation. At meetings of the section on psychology and the physiology of the growing child, papers were discussed showing Soviet achievements since the Revolution, and charting intensive investigations for the future. Personality training, educational psychology, perceptivity, preschool training, and other complex aspects of the teaching and learning processes were covered by erudite presentations in these specialties. (Author/GDB)

ED 060 364 AA 000 957

Korelev, F. F., Ed. Gmurman, V. E., Ed.
Obščie osnovy pedagogiki (General Principles of Pedagogics).

Report No.—CEAS-68-48-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational History, *Educational Philosophy, Educational Psychology, Educational Research, *Educational Theories, *Individual Development, *Social Influences, *Teaching Methods

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a book that forms part of a series of monographs compiled by the Principles of Pedagogy Section of the Institute of the Theory and History of Pedagogy of the Academy of Pedagogical Sciences of the USSR. It gives a comprehensive picture of the history, main categories, subjects and methods, sources and trends in the development of educational theory. The authors start from the premise that at present educational theories fail to solve societal problems. The theme of the book is upbringing, education, and training organized in the family and in scholastic and cultural/educational institutions. However, the essential prerequisite for valid, scientifically based conclusions is the study of social life in its entirety. To this end, it is asserted, education cannot be confined to the framework of the classroom. The first chapter on the origins and evolution of educational theory traces its development as a scientific discipline, expounding on its philosophical bases, with its struggle between idealism and materialism. Other chapters include the educational process, upbringing, link between education and philosophy, interrelations between education and psychology, methodology, and bourgeois educational thought, and mathematical methods in measurement, among others. (Author/GDB)

ED 060 365 AA 000 958

Kabanova-Meller, E. N.

Formirovanie priemov umstvennoj dejatel'nosti i umstvennoe razvitiie ucascihja (The formation of Modes of Mental Activity and the Mental Development of Pupils).

Report No.—CEAS-68-49-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Concept Formation, Developmental Psychology, Educational Experiments, *Educational Psychology, *Learning Processes, *Mental Development, *Training Techniques, *Transfer of Training, *Visual Learning

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a book in which the author sums up her research on the problem of training and transferring various types of mental activity. The second part of the book deals with one of the most important problems of mental development, that of the evidences and condi-

tions of development. The author draws a number of educational conclusions from her investigations, relating to the application of such principles as teaching the pupil to learn intelligently, development education in methods, curricula, and textbooks, and presents the methodologists with a number of problems. In a review of the literature on transfer, she distinguishes four main topics: (1) methods of transfer; (2) conditions facilitating transfer; (3) the method used to teach the subject and how to improve it; (4) how the student's personality influences acquisition and transfer. The most important condition of mental development is the building up in the child of a system of generalized type of mental activity. Evidence of mental development is identified by using problems involving independent transfer of types of mental activity known as control transfer. (Author/GDB)

ED 060 366 AA 000 959

Bozovic, L. I.

Lichnost' i ee formirovanie v detskom vozraste: psihologiceskoe issledovanie (Personality and Its Development in Childhood: A Psychological Investigation).

Report No.—CEAS-68-50-E

Pub Date Mar 69

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Age Differences, *Child Development, Cognitive Development, *Developmental Psychology, Educational Planning, *Educational Psychology, Motivation, Perceptual Development, *Personality Development, Personality Theories, Self Actualization, Sensory Experience, *Social Development

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a three-part volume on the psychology of child personality development. In part one, the author shows that psychology is one of the most important scientific disciplines on which education is based, particularly because of its contribution to the scientific planning of curricula. The author's attitude to the different psychological schools that have attempted to solve the problem of personality from Wundt to Sparger and Stern is briefly noted and Freud's treatment of the psychology of personality is discussed in more detail. The second part of the book discusses the general conceptions of personality and its shaping in childhood, based on the classification and summarization of a large number of experimental facts and partial patterns assembled by the author over the course of many years. The last part talks about the formation and shaping of the personality at each stage of growth in some detail. The general trends of personality development at different ages discovered by Bozovic have made it possible to formulate some ideas about the drive behind such development. He concludes that the greatest drive is the need for new sensory impressions. (Author/GDB)

ED 060 367 AA 000 960

Krutetskij, V. A.

Psihologija matematicheskikh sposobnostej skol'nikov (The Psychology of Mathematical Aptitudes of Schoolchildren).

Report No.—CEAS-68-51-E

Pub Date Mar 69

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Ability Identification, Abstracts, Cognitive Ability, *Individual Differences, *Learning Processes, *Mathematics, Mathematics Instruction, *Psychological Studies, Research Methodology, *Student Ability, Teaching Techniques

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a monograph summarizing the theoretical and experimental psychological research done to determine the mathematical aptitudes of schoolchildren. The author constructs a general picture of the mathematical aptitudes of students; he identifies nine components, to be correlated with a particular stage in the solution of the problem: (1) aptitude for the formalized perception of the mathematical

material; (2) aptitude for logical reasoning in terms of numerical and spatial relationships plus symbolism; (3) ability to generalize mathematical units; (4) flexibility of abstract thought processes; (5) aptitude for taking short cuts in mathematical reasoning; (6) striving for clarity, simplicity, and elegance in the solution; (7) ability to reorient thought process quickly and easily; (8) mathematical memory; (9) mathematical orientation of the brain, a distinctive organization of the mind that can reduce reality into logical mathematical categories. The author quotes many statements, observations, and theories held by experts over the years from many countries on establishing mathematical aptitudes and finds that basically the problem of aptitudes is one of individual differences. (Author/GDB)

ED 060 368 AA 000 961

Zemstova, M. I., Ed. And Others

Deti s glubokimi narushenijami zrenija (Children with Severe Visual Defects).

Report No.—CEAS-68-52-E

Pub Date Mar 69

Note—5p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Blind Children, Individualized Instruction, Language Development, *Mental Development, Mental Retardation, *Multiply Handicapped, Neurologically Handicapped, Partially Sighted, Psychological Studies, *Special Schools, Teaching Techniques, *Visually Handicapped

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a monograph providing a comprehensive clinical, educational, and psychological study of children in special schools for the blind and poorly sighted. It summarizes investigations aimed at planning ways of differentiating teaching procedures for children with severe visual defects according to the state of their mental development. Ways of improving corrective training and medical treatment in special schools are considered. In the first chapter, the characteristics of the blind and poor-sighted are described, as well as their histories, giving clinical details for 4,680 blind and 511 poorly sighted children. The investigation revealed that 14.7% of children in schools for the blind were totally sightless, and the rest could be categorized in various degrees of poor sight. The second chapter discusses the main clinical forms of child blindness such as atrophy of the optic nerve, congenital cataract, trachoma, and congenital glaucoma. The third chapter covers the neurological features for the blind. The electrical activity of the cortex in terms of its sharp drop in blind children is explored in Chapter 4. Chapter 5 presents some observations on the development of cognitive activity in blind children. Chapter 6 features the mental development of blind children, and the last chapter discusses the difficulty of teaching language skills to blind children. (Author/GDB)

ED 060 369 AA 000 962

Josephson, Bragi S.

Education in Iceland: Its Rise and Growth.

Report No.—CEAS-68-53-E

Pub Date Mar 69

Note—3p.; Ed.D. Dissertation, George Peabody

College for Teachers, Nashville, Tenn

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Educational Development, *Educational History, *Educational Legislation, Educational Planning, *Educational Policy, Laws, Nationalism, *Public Education, Religious Education

Identifiers—*Iceland

This document is an English-language abstract (approximately 1,500 words) of a Doctorate of Education dissertation on the development of education in Iceland since 874 A.D. Special attention has been given to social, political, and economic issues influencing Icelandic education. The procedure consisted of reviewing the literature, interviewing individuals, searching legal records, newspaper files, school records, and other pertinent data. Eight major periods of Icelandic education are identified and described: (1) From colonialization to Reformation, 874-1550 (2) The Reformation period, 1550-1745; (3)

Educational awakening, 1745-1800; (4) The nationalistic movement, 1800-1874; (5) The public education movement, 1874-1904; (6) Formation of an educational pattern, 1904-1918; (7) Period of consolidation, 1918-1944; (8) Era of modernization, 1944-1966; Until the 20th Century, Icelandic education was in the hands of Denmark, infusing it with its concepts of monarchy, church, and continental views. The era of modernization (1944) began when Iceland became completely independent. Indigenous periods of influence, however, prevailed at various intervals between Scandinavian rule. (Author/GDB)

ED 060 370 AA 000 963
Relatório: Exposição de motivos (Report: Outline of Proposals).

Ministerio do Educacao e Cultura (Brazil).

Report No.—CEAS-68-54-E

Pub Date Mar 69

Note—4p.; Diario Oficial, Supplement to No. 168, 30 August 1968

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Change, *Admission Criteria, Curriculum Evaluation, *Educational Finance, Educational Planning, Government Role, *Higher Education, Secondary Education, *Student Participation, Teacher Salaries, Universities
Identifiers—*Brazil

This document is an English-language abstract (approximately 1,500 words) of an outline of proposals to improve education in Brazil, both administratively and content-wise. Various administrative changes are recommended to overcome the lack of coordination existing at that point between the various services of the Ministry, precluding any coherent educational policy. The crisis in authority between university authorities and the Ministry of Education and Culture should be resolved by certain administrative adjustments involving legal modifications. Salaries of university staff members should be increased. University authorities need to strengthen their authority. Admission to higher education needs to be more equitably regulated. The credit system should be introduced to Brazilian universities, making registration by subject compulsory. Democratic student leadership should be encouraged. No solutions were suggested to deal with student discontent because the Commission wants responsible student leadership to emerge first. Because of lack of educational funds, it was proposed to abolish tuition-free higher education and to establish a bank to finance education. Secondary education curricula should be revised so the preparation for higher studies becomes more adequate. (Author/GDB)

ED 060 371 AA 000 964
Relatório: Reforma universitária (Report: University Reform).

Ministerio do Educacao e Cultura (Brazil).

Report No.—CEAS-68-55-E

Pub Date Mar 69

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administrative Change, *Admission Criteria, *Career Education, Curriculum Development, Educational Finance, Educational Legislation, Enrollment Projections, *Higher Education, *Instructional Staff, Secondary Education, Social Change, Student Participation
Identifiers—*Brazil

This document is an English-language abstract (approximately 1,500 words) of a report by 11 experts invited by the Ministry of Education and Culture to give their views on Brazilian university reforms. The introduction to the report states the principles underlying the proposals for reform adapted to the current social transformation in Brazil. The legal and administrative status of higher institutions must be flexible, allowing them constantly to change with fluctuating economic and social developments. The question of linking secondary education to higher education is considered to be of primary importance. The experts suggested a single entrance examination valid for all universities. Another suggestion was a general preparatory course for new students. Other proposals include minimum curricula laid down

nation-wide by the Federal Council on Education and an academic year of 180 days, but with the universities in operation continuously. Higher education must be expanded; the aim is to have 110,000 candidates pass the university entrance examination in 1969, and in 1970 to plan expansion for up to 1975. Measures are needed to solve the problem of candidates who pass the exam, but cannot find a place in the university. The numbers enrolled in medicine, engineering, and technology should be increased. (Author/GDB)

ED 060 372 AA 000 965
Report to the Australian Broadcasting Control Board.

Australian Broadcasting Control Board, Melbourne.

Report No.—CEAS-1-67-E

Pub Date Sep 68

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Organization, Cultural Enrichment, *Educational Television, Elementary Education, *Enrichment Programs, Financial Support, Higher Education, *Instructional Aids, Preschool Education, Programming, Secondary Education, *Supplementary Education, Teacher Education, *Teaching Techniques, Televised Instruction
Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of a report to the Australian Broadcasting Control Board by the Advisory Committee on Educational Television Services. The report distinguishes between two kinds of ETV: instructional and general enrichment. Since general enrichment is already covered by current Australian television policy, the Committee's primary concern is with instructional television. Instructional TV is divided into three categories—total teaching, supplementary teaching, and related enrichment. Both national and commercial stations at present televise instructional programs, some specifically intended for schools. The Committee found these programs uncoordinated, reflecting the interests of those who produced them rather than the requirements of educational authorities. The Committee advised that instructional television should be developed as an integral part of the educational systems in Australia. In secondary schools, supplementary teaching is needed in the physical and biological sciences, mathematics and foreign languages. In universities, all students could profit from related enrichment programs. Instructional programs must be skillfully planned and produced so that they genuinely serve the purposes of instruction. (Author/GDB)

ED 060 373 AA 000 966
Australian Universities 1964-1969; Third Report of the Australian Universities Commission.

Australian Universities Commission.

Report No.—CEAS-2-67-E

Pub Date Sep 68

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Adult Education, College Housing, *Courses, Educational Finance, Enrollment Projections, *Enrollment Trends, *Facility Expansion, Grants, *Higher Education, *Instructional Staff, Research, Universities, University Libraries
Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of a report on Australian universities between 1964-66, and recommendations for 1967-69. Developments during 1965-66 included the creation of four new universities. The demand for higher education is continually increasing. The capital grants recommended by the commission cover university buildings, computers, teaching hospital buildings, special research grants, and student residences. The general recurrent grants for 1967-69 are recommended to allow for an improvement in the student/staff ratio at the older universities operating with high teaching loads. The Commission believes that the minimum qualifications awarded by the university on the completion of a major should be a B.A., and thus recommends that subgraduate courses including adult education activi-

ties should be transferred to other institutions by 1970. The libraries have barely been able to keep up with the new publications, and in many fields there are deficiencies that can only be remedied by requisitioning expensive out-of-print material. Between 1963 and 1966, there was a 32% increase in university student enrollment in Australia. Students from Asia account for about 10% of the student body. (Author/GDB)

ED 060 374 AA 000 967
Colleges of Advanced Education, 1967-69; A First Report of the Commonwealth Advisory Committee on Advanced Education.

Commonwealth Advisory Committee on Advanced Education, Canberra (Australia).

Report No.—CEAS-3-67-E

Pub Date Sep 68

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, College Housing, *Curriculum Design, Educational Finance, Educational Innovation, *Higher Education, Liberal Arts, Post Secondary Education, *School Industry Relationship, State Colleges, *Technical Institutes, Undergraduate Study, *Vocational Education, Work Study Programs
Identifiers—*Australia, Work Committee

This document is an English-language abstract (approximately 1,500 words) of a report by the "Work Committee", established to promote the balanced development of higher education outside the universities and teacher training colleges. The aim of this development is a new type of institution, the college of advanced education. The states of Australia have the basic responsibility for education, but since the end of the war the Commonwealth government has increased its financial assistance steadily to meet the increasing needs of higher education, and it now proposes to accept a measure of financial responsibility if its recommendations for advanced education colleges are accepted by state governments. These colleges are to fall into two main categories: institutes of technology/technical colleges and specialist institutions, such as those specializing in agriculture or physiotherapy. The colleges of advanced education are intended to provide a greater breadth of education than do most of the existing technical colleges. The greatest difference between this type of college and the university will be the college's emphasis on teaching over postgraduate training and research. There will also be a more direct and intimate with business and industry, and entrance requirements will be more flexible. (Author/GDB)

ED 060 375 AA 000 968
Farquhar, R. N.
Agricultural Education in Australia.

Australian Council for Educational Research, Melbourne.

Report No.—CEAS-4-67-E

Pub Date Sep 68

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Adult Education, *Agricultural Education, Agronomy, Curriculum, Dairymen, *Educational Facilities, *Extension Education, *Farmers, Farm Management, Horticulture, Rural Extension, Surveys, *Vocational Agriculture
Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of a comprehensive survey of education and training for agriculture in Australia. The present facilities are described, and then set against estimates of present and future needs. Constructive proposals are made as to how these needs can best be met by agricultural institutions of various types. Secondary schools, technical colleges and schools, institutes of technology, agricultural colleges, universities and agricultural extension services are all involved in agricultural education and training in Australia. At present, farming absorbs a relatively large proportion of those who leave school early with little formal education above the statutory minimum. As agriculture in the future will require higher education, potential farmers should be encouraged to get more training in schools that cater more to their needs. Sheep and wool subjects predominate as courses in the institutions

offering agricultural courses. Australian agricultural schools are residential, with farms attached. The universities do not cater adequately to horticulture, dairying, conservation, and the agribusiness. (Author/GDB)

ED 060 376 AA 000 969
Variation in Australian Education.

Australian Council for Educational Research, Melbourne.

Report No.—CEAS-5-67-E

Pub Date Sep 68

Note—3p

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Academic Standards, Admission Criteria, Comparative Analysis, Curriculum, *Elementary Schools, Kindergarten, *Preschool Education, Private Schools, Public Schools, *School Schedules, *Secondary Schools, State Schools

Identifiers—*Australia

This document is an English-language abstract (approximately 1,500 words) of a report of some differences between the Australian states in practices and organization in education. It points out the problems that may confront the increasing numbers of students who transfer from one state to another during their elementary and high school years. The most common type of preschool institution in each state is the kindergarten, which takes care of children between three and five years of age. Attendance is not compulsory and many children receive no preschool education. Some states have some degree of control over kindergartens, but most do not. Compulsory education begins at the age of six in all states, but the minimum age of entry varies from 4 years 7 months to 5 years 1 month. In four states, elementary school contains seven grades while in others there are only six. Some children spend two years in the first grade. Promotion in elementary school tends to be increasingly based on the age and social development of the child, rather than on achieving certain progress in school subjects. The variations from state to state in the starting and ending ages for both elementary and secondary education complicates student transfer from one state to another. (Author/GDB)

ED 060 377 AA 000 970
Programma srednje škole. Načelnye klassy (Primary School Draft Program).

Academy of Pedagogical Sciences of the USSR, Moscow.

Report No.—CEAS-6-67-E

Pub Date Sep 68

Note—4p

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Development, *Elementary School Curriculum, Language Instruction, Mathematics, *Natural Sciences, Phonetics, *Russian, Teaching Techniques

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of the draft of new elementary school programs in Russian language, arithmetic, and natural history. Elementary Russian courses are regarded as an organic part of the entire course at the eight-year school. Such courses as phonetics and morphology figure in the draft program for grades one through three as the first stage in the studies of the appropriate sections of the systematic and Russian language courses in grades four through seven. In the elementary mathematics courses, the material is redistributed over grades and complemented with new themes related to the children's mathematical development. The teaching of natural history, which in the draft program is singled out as an individual subject from the first grade onwards, plays an important role in fulfilling the cognitive and affective aims of elementary education. The principle of local studies is applied to natural science, being the theory of beginning with materials around the home, neighborhood, and community. The draft programs emphasize hard work and team spirit. The new elementary school programs have been drafted following the recommendations of education specialists and teachers. (Author/GDB)

ED 060 378 AA 000 971
Postanovlenie Central'nogo komiteta KPSS i Soveta Ministrov SSSR o merah po dal'nejshemu razvitiyu fizicheskoj kul'tury i sporta (Decision of the Central Committee of the CPSU and the USSR Council of Ministers on Measures for the Further Development of Physical Culture and Sport).

Communist Party of the Soviet Union, Moscow. Central Committee.; USSR Council of Ministers, Moscow.

Report No.—CEAS-7-67-E

Pub Date Sep 68

Note—3p

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Journal Cit.—Pravda; m237, Aug 25, 1966

Document Not Available from EDRS.

Descriptors—Abstracts, *Athletic Activities, *Athletic Equipment, Athletic Programs, Facility Requirements, Legislation, National Programs, *Physical Education, Physical Fitness, Physical Recreation Programs, Rural Areas, *School Responsibility, Teacher Education, *Teacher Responsibility

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a Soviet government decision to expand physical culture and sports in the Soviet Union. It stipulates that the physical culture movements should be genuinely national in character, and that it should be carefully integrated in a scientifically organized system of physical training adapted to every age group in the population. Physical training of the young will henceforth take place principally in the schools. Increased allocations are called for to allow sports and physical culture to expand in the schools, ensuring the availability of necessary equipment. The improvement in facilities for physical activities is to be accompanied by the creation, over the next few years, of physical training programs in all schools, with full-time instructors who will also conduct after school sport activities. All schools are to have at least two physical training periods a week. Rural communities are expected to develop physical culture facilities to implement the expansion of sports and physical activities. Production of sporting goods must improve in quality. Better use should be made of existing athletic facilities. (Author/GDB)

ED 060 379 AA 000 972
Elkonin, D. B., Ed. Davydov, V. V., Ed.
Vozrastnye Vozmozhnosti Usvoeniya Zaniy. Mladšie Klassy Skoly (Cognitive Learning in Relation to Age in Junior Grades of Secondary Schools).

Academy of Pedagogical Sciences of the USSR, Moscow.

Report No.—CEAS-8-67-E

Pub Date Sep 68

Note—3p

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Age, *Cognitive Development, Educational Experiments, Educational Research, Educational Theories, *Elementary Education, Intellectual Development, Learning Processes, *Learning Theories, *Linguistic Competence, *Mathematics Education, Teaching Techniques, *Thought Processes

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a book containing the results of many years of experimental research aimed at ascertaining the intellectual ability of students in the junior grades to assimilate theoretical knowledge. Chapter one analyzes the problem of the age peculiarities of children. The author concludes that the cognitive abilities of the children within the age group examined (7-11 years) are directly related to the type and content of the knowledge they assimilate. Chapter II sets forth theoretical and experimental data demonstrating the ability of first graders to assimilate some elements of algebra. The third chapter is devoted to teaching the basic morphological and syntactical notions to second the third graders. An interesting experiment involving first graders' ability to carry out assignments is described in Chapter 4. Does cognitive of theoretical knowledge influence the general level of the pupils' thinking? The results of such an investigation are reported in the fifth chapter. (Author/GDB)

ED 060 380 AA 000 973

Landa Lev, N.

Algoritmizatsiya v obuchenii (Algorithms in Teaching).

Report No.—CEAS-9-67-E

Pub Date Sep 68

Note—2p

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Algorithms, Educational Research, Experimental Programs, Information Theory, Logical Thinking, *Mathematical Logic, *Mathematics Instruction, Programmed Instruction, Psychology, Secondary Education, Teaching Guides, Teaching Machines, *Teaching Techniques

Identifiers—Repetitor I, *Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a book dealing with certain problems of modern teaching techniques, general ones on the one hand, and algorithms on the other, viewed from the point of mathematical logic, information theory, psychology and didactics. The concept of teaching is based on a number of control processes. Following the teacher's instructions, students use the schemes given to them and answer a number of questions on the basis of alternatives—yes or no. This method, therefore, uses the sum of the schemes required to perform a number of logical operations with the help of which it is possible to reach a number of conclusions. The book is divided into two main parts, theory and experimental research. The theory section includes such topics as algorithms and the control process, the theory of teaching students in algorithms, logical and psychological problems of constructing algorithms for identification, and mathematical methods of construction and evaluation of algorithms for identification. The experimental section is concerned with the aim, design, and outcome of an experiment in instructing students in general analytical techniques (algorithms) and problem solving techniques, with the grammar of their native language as the source material. (Author/GDB)

ED 060 381 AA 000 974
Postanovlenie: "Ob izmenenii sroka obucheniya v srednih obshchobrazovatel'nykh trudovykh politicheskikh skolakh s proizvodstvennym obucheniem"; "O merah dal'nejshego uluchsheniya raboty srednei obshchobrazovatel'noj skoly" (Translation: Resolutions: "Changing the Terms of Studies in Secondary General Labour Polytechnical Schools with Production Training"; "Measures for the Further Improvement of the General Secondary School").

Communist Party of the Soviet Union, Moscow. Central Committee.; USSR Council of Ministers, Moscow.

Report No.—CEAS-10-67-E

Pub Date Sep 68

Note—3p

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Administrative Principles, *Curriculum Development, Educational Improvement, Educational Legislation, *Educational Planning, Facility Expansion, Mass Media, Public Education, *School Schedules, *Secondary Education, *Vocational Education

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a resolution of the Soviet Government adopted at the 22nd Party Congress which determined the improvement of public education in the USSR. One of the key points was the implementation of universal secondary education for all school age children and eight-year schooling for working youth not receiving such an education. Young people will continue to be provided with general labor and polytechnical education. Grades 9, 10, and 11 of a number of schools will be giving their pupils a more thorough theoretical and practical grounding in mathematics and computing techniques, in physics, in chemistry, in biology, and the humanities. By 1970, universal secondary education must be completely introduced. Great attention is paid to concrete measures in the resolution to improve curriculum content. The resolution also establishes the maximum number of hours of compulsory courses per week. Vocational

guidance is stressed for career selection in economic enterprises, collective farms, and cultural endeavors. A more rational distribution of studies is sought during the years of labor training. Wide use will be made of radio, television, and films in public schools. (Author/GDB)

ED 060 382 AA 000 975

Zankov, L. V., Ed.

Razvitiye ucashchija v processe obuchenija (The Development of Pupils in the Process of Study).

Report No.—CEAS-11-67-E

Pub Date Sep 68

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Classroom Observation Techniques, Comparative Analysis, Educational Research, *Educational Theories, Experimental Psychology, *Experimental Teaching, Intellectual Development, *Primary Education, *Teaching Techniques

Identifiers—Didactic Principles, *Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a document examining the objective connections existing between the system of training and the course of general development of students. It proposes a more effective system of education than the one in operation at the present time. The various contributors to the work have applied educational experimentation combined with observation of teachers using traditional teaching methods. The research makes extensive use of experimental and psychological methods in studying the students' powers of observation, thinking, and work habits. Pavlov's physiological theories are the scientific basis for this research. The experimental programs, textbooks, and methods of this new system of elementary education are based on didactic principles; they are, basically, teaching should be conducted at a high difficulty level; rapid headway is essential; and major importance should be attached to the theoretical basis and systematic work should be carried on to enhance everyone's development, including the slow learners. The experimental classes did better than the traditional ones because the former used the didactic techniques. (Author/GDB)

ED 060 383 AA 000 976

Zankov, L. V., Ed.

Usvoenie Znaniy i razvitiye mladshih shkol'nikov (Knowledge Assimilation and the Development of Junior Graders).

Report No.—CEAS-12-67-E

Pub Date Sep 68

Note—2p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Academic Achievement, *Achievement Gains, Achievement Tests, Comparative Analysis, Effective Teaching, *Elementary Education, *Experimental Programs, High Achievers, Individual Differences, Knowledge Level, Low Achievers, *Teaching Methods

Identifiers—*Union of Soviet Socialist Republics

This document is an English-language abstract (approximately 1,500 words) of a book which purposes to elucidate the connection between the development of pupils and their assimilation of knowledge and habits in the experimental grades of a new system of elementary education. Various methods of investigation were used: observation during lessons, analysis of written tests, individual talks with pupils, and experimental psychological methods. The success achieved in the general development of the elementary students using the new system included a high quality of knowledge and habit assimilation in various subjects. However, many individual differences between children were noted within the new framework. The slow learners made as much progress proportionately as the most capable students. Reading, spelling, and music were the subjects used in the experiments. (Author/GDB)

ED 060 384 AA 000 977

Absad al-ta'lim al-fanni, al-tujari, al-zira'i, wal-sina'i (Vocational Education Objectives: Commercial, Agricultural and Industrial).

Ministry of Education, Cairo (United Arab Republic).

Report No.—CEAS-13-67-E

Pub Date Sep 68

Note—2p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Agricultural Education, *Business Education, Career Education, Curriculum Development, Developing Nations, Economic Development, *Educational Objectives, Educational Planning, *Industrial Education, Manpower Development, National Programs, Secondary Education, *Vocational Education

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a publication outlining the objectives and problems of vocational education in the United Arab Republic. The data presented include both the general objectives of vocational education and the specific goals of each type. The goal of vocational education is to prepare youth in the value of technical and vocational work as a means to social progress by preparing and training manpower needed for development projects that aim at raising the standard of living. The Ministry of Education plays an important role in achieving these goals by promoting the system vocational education by emphasizing it through revising and modifying the curricula, providing adequate equipment, adequate facilities, and qualified teachers. The document goes on to enumerate the general objectives of vocational education such as the physical development of youth during adolescence. Secondary commercial education aims at providing students with adequate training for careers in private enterprise and state projects. Secondary agricultural education aims at training students for careers in that field; industrial education aims at providing skilled manpower for industry. (Author/GDB)

ED 060 385 AA 000 978

Al-Itijahat al-hadithah fi al-ta'lim al-'am wa-dur al-mu'allimin wa al-mu'allimat (Recent Trends in Public Education and Teacher Training Schools).

Ministry of Education, Cairo (United Arab Republic).

Report No.—CEAS-14-67-E

Pub Date Sep 68

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Community Development, Curriculum Development, *Educational Objectives, Educational Philosophy, *Educational Policy, *Elementary Education, School Role, *Secondary Education, *Teacher Education, Teacher Responsibility, Vocational Education

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a report on trends in Egyptian public education and teacher training schools. The first chapter outlines the national educational objectives, which are citizenship, participation, and skill. Chapter two discusses the objectives of elementary education. The third chapter is devoted to preparatory or intermediate education. The next chapter discusses the general secondary schools. Chapter five defines the responsibilities of teacher training; one of the responsibilities of a teacher training school, is to act as a center for the educational development of the local community, and to take an active part in the solution of communal problems. All levels of education are encouraged to be aware of industrialization, technological progress, development of the community, service to society, respect for manual labor, good citizenship in a socialist society, and enhancement of Arab culture. New organizational and curriculum innovations are also discussed for all levels of instruction. (Author/GDB)

ED 060 386 AA 000 979

Mashru' al-dirasat al-takmiliah li-muntahin min al-marhalah al-ibtidaiyah (A Project of Further Education for Primary School Leavers).

Ministry of Education, Cairo (United Arab Republic).

Report No.—CEAS-15-67-E

Pub Date Sep 68

Note—2p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Agricultural Education, *Business Education, *Continuation Education, Cultural Enrichment, Dropout Programs, Educational Objectives, Educational Planning, Evening Programs, Evening Students, Skill Development, *Vocational Education, Work Experience Programs, *Youth Employment

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a proposed project to further the education of those who leave elementary school. The document is divided into three parts: (1) a project for the further education of pupils who have completed the elementary grades; (2) curricula of work experience activities to be covered by these studies; (3) curricula of cultural subjects. The proposed project is planned primarily for those leaving elementary school who have had an opportunity of going on with their education and are in need of preparation for some type of productive work. Through the development of adequate skills required for the different work experience areas in the community, it is aimed to help students earn their living and raise their standard of life. The proposed studies, furthermore, are designed to provide a general culture necessary for enlightened citizenship. (Author/GDB)

ED 060 387 AA 000 980

Tatwir al-ta'lim al-sina'i fi al-Jumhuriyah al-'arabiyah al-Muttahidah (Development of Industrial Education in the United Arab Republic).

Ministry of Education, Cairo (United Arab Republic).

Report No.—CEAS-16-67-E

Pub Date Sep 68

Note—3p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Curriculum Development, Economic Development, Evaluation, *Industrial Education, Inservice Teacher Education, On the Job Training, School Community Relationship, Social Change, *Teacher Education, *Technical Education, Trade and Industrial Teachers, *Vocational Education

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a publication giving the steps to be taken to develop industrial education to conform to the socialist economic planning in the UAR. It is divided into eight sections dealing with various aspects of development: (1) curricula of technical schools; (2) general description of technical education; (3) equipment and facilities; (4) teacher training, with candidates selected from the graduation classes of the industrial school; (5) on-the-job training in the factories; (6) the relationship between the industrial schools and the community; (7) the Ministry of Education proposal to follow up graduates from the industrial schools in their new jobs to evaluate their professional efficiency; and (8) the role of industrial schools in production as an active participating one. (Author/GDB)

ED 060 388 AA 000 981

Tatwir al-ta'lim al-zira'i fi al-Jumhuriyah al-'arabiyah al-Muttahidah (Development of Agricultural Education in the UAR).

Ministry of Education, Cairo (United Arab Republic).

Report No.—CEAS-17-67-E

Pub Date Sep 68

Note—2p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, *Agricultural Education, Cultural Enrichment, *Curriculum Development, Educational History, Educational Legislation, Educational Principles, Facility Requirements, Secondary Education, *Teacher Education, *Training Techniques, *Vocational Education

Identifiers—*United Arab Republic

This document is an English-language abstract (approximately 1,500 words) of a publication concerned with the recent developments in agricultural education resulting from the application of socialist principles in the UAR. The preface discusses the present conditions of vocational education and the essential role it can play in the development of the country. It also presents the efforts of the Ministry of Education

to further develop this type of education. This is followed by an outline of the history of agricultural education since the first school of agriculture was established in 1829. The document proceeds to deal with the developments that took place after the revolution of July 23, 1952 and the major changes introduced in agricultural education. The structure of agricultural education was organized according to a law passed in 1956 and its subsequent amendments. A portion of the agriculture curriculum includes cultural subjects such as Arabic, religion, foreign languages, social studies, physics, and military training. The students received a certain amount of practical experience as well as theory. The requirements of the community considered in planning the curriculum. (Author/DGB)

ED 060 389 AA 000 982

Pitkanen, Pentti

Fyysinen kunnon rakenne ja kehittyminen (Structure and Development of Physical Fitness).

Jyväskylä Univ. (Finland).

Report No.—CEAS-18-67-E

Pub Date Sep 68

Note—4p.

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Age Differences, Athletics, Body Height, Body Weight, *Factor Analysis, *Maturation, Motor Development, Muscular Strength, Physical Activities, Physical Characteristics, *Physical Development, *Physical Education, *Physical Fitness, Sex Differences

Identifiers—Finland

This document is an English-language abstract (approximately 1,500 words) of a report on an investigation started in 1957 by Martti Takala and Pentti Pitkanen at the University of Jyväskylä, Finland, to examine the connections between physical fitness and other measures of individual difference. The report deals with the structure and development of physical fitness and its educational significance. The following problems were examined: (1) to what extent does the structure of physical fitness of Finnish school correspond to that found in other countries? (2) What changes are found in the structure of physical fitness if age, sex, locality, and type of school are varied? (3) How valid are the factors and primary variables, as compared with teachers' marks in gymnastics and athletics? (4) To what extent is the variation in physical performance accounted for by grade level, locality, or type of school? Several age groups in elementary and junior high school were selected for testing and analysis of height and weight, school grades, physical growth, power exercises, endurance, agility, and strength. Variable correlation tables in the report provide data to support the general proposition that there is consistent integration of motor factors with increasing age. (Author/DGB)

ED 060 390 AA 000 983

Koskenniemi, Matti

The Development of Young Elementary School Teachers: A Follow-up Study.

Report No.—CEAS-19-67-E

Pub Date Sep 68

Note—4p.; Annales Academiae Scientiarum Fennicae; Ser. B v138 635p, 1965

Available from—Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDRS.

Descriptors—Abstracts, Educational Research, Effective Teaching, Inservice Teacher Education, *Predictive Validity, Student Teachers, *Teacher Attitudes, Teacher Characteristics, *Teacher Education, *Teacher Evaluation, Teacher Morale, *Teacher Motivation, Teacher Qualifications, *Teacher Selection

Identifiers—Finland

This document is an English-language abstract (approximately 1,500 words) of an investigation of a group of teacher applicants observed during the entrance examination, the training period of four years, and the first three years of teaching. The study was divided into four parts: (1) the effects of selection and training on the results of professional training as they are evident before entering professional life; (2) the general development of the teacher during the training school years; (3) the placement of newly graduated teachers and their adjustment to the school environment; and (4) the predictability of field

success already in connection with the entrance examination and the possibilities of increasing teaching efficiency and adjustability to the teaching profession. Among some of the observations after the first in-service years was that the teacher's first assignment and the quality of his first assignment did not correspond to the level of his qualification certificate. The teachers from the upper social strata had stronger incentives to remain in the teaching career than those from the lower strata. The rise and fall in the development of the teacher correlated more with his aims and motives than with his working environment. (Author/DGB)

ED 060 391 AA 000 984

Hall, G. R. And Others

A Guide to Educational Performance Contracting.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—HEW-OS-70-156; R-955-1-HEW

Pub Date Mar 72

Note—77p.

Available from—Communications Department, Rand Corp., 1700 Main Street, Santa Monica, California 90406 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Administrative Personnel, *Decision Making, Educational Change, Educational Experiments, *Educational Research, Evaluation Criteria, Guidelines, Improvement Programs, Legal Problems, Management Systems, Mathematics Instruction, *Performance Contracts, *Program Evaluation, Reading Instruction, Teaching Methods, *Testing

This report is distilled from Rand's findings in previously reported research and from new research. It is addressed to school board members, administrators, and other educational decisionmakers who may be contemplating a performance contracting program. The guide follows the life cycle of a project and identifies the three major phases as planning and contracting, operation, and evaluation. Planning and contracting activities discussed are (1) legal research, (2) assessment of needs, (3) requests for proposals, (4) proposals, (5) selection of learning system contractor (LSC) or other program participants, and (6) determination of contracts. Program operation events considered are (1) selection of schools, (2) personnel selection, (3) teacher training, (4) student selection and transfers, (5) program monitoring, and (6) promoting awareness of the program. Considered under the evaluation phase are (1) program validation, (2) settlement of the LSC contract, (3) program evaluation, and (4) the decision about the future of the program. The second part of this guide (Technical Appendix, ED 060392) provides more technical detail on the problems of test and measurement and cost analysis associated with performance contracting programs. Related documents are ED 050 496-497 and ED 056 247-252. (Author)

ED 060 392 AA 000 985

Haggart, Sue A. And Others

A Guide to Educational Performance Contracting.

Technical Appendix.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—HEW-OS-70-156; R-955-2-HEW

Pub Date Mar 72

Note—148p.

Available from—Communications Department, Rand Corp., 1700 Main Street, Santa Monica, California 90406 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement Tests, Administrative Personnel, Cognitive Objectives, *Cost Effectiveness, Criterion Referenced Tests, Decision Making, Estimated Costs, Guidelines, *Measurement, Measurement Instruments, Models, *Performance Contracts, *Program Costs, *Testing

This report provides additional detail on the problems of test and measurement and cost analysis associated with performance contracting programs. The guide, addressed to school board members, administrators, and other educational decisionmakers who may be contemplating a performance contracting program, delineates the questions, issues, and choices these decisionmakers are likely to confront. Appendix A

develops six points dealing with the measurement of learning gains. Appendix B explores the conceptual and methodological bases of cost analysis and describes a planning cost model to be used in estimating "comparable replication and incremental costs." Appendix C contains eight illustrative contracts between local educational agencies and learning system contractors. Related documents are ED 050 496-497, ED 056 247-252 and ED 060 391. (Author)

ED 060 393

AA 000 986

Wolcott, Harry F.

The Ideal World and the Real World of Reading: An Anthropological Perspective.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.

Pub Date 72

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, *Cultural Factors, *Educational Philosophy, *Educational Practice, *Reading, *Reading Instruction, Teacher Role

The purpose of this paper is to help the reading teacher identify some contrasting elements between the ideal world of reading and the actual world of reading, teacher reading, and the teaching of reading. The author explores the paradoxes in these areas by contrasting ideal reading behavior based on cultural expectations to reality, using normative reading behavior. The paper consists of three sections: reading and the cultural milieu, teachers and reading, and the reading class. The two major themes emphasized are that (1) reading is intricately involved with the culture and (2) reading is strongly associated with normative ideas of "should" and "ought." A bibliography is included. Also attached is Howard Klein's critical reaction to the paper and the author's rejoinder. (AW)

ED 060 394

AA 000 987

Lapp, Diane

The Use of Behavioral Objectives in Education. Reading Information Series: WHERE DO WE GO?

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Pub Date Apr 72

Note—54p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$1.00 to members, \$1.50 to nonmembers)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Educational Objectives, *Evaluation, *Literature Reviews, Open Education, *Research Needs, Research Reviews (Publications), Student Centered Curriculum

Behavioral objectives are defined accepting Mager's definition, research dealing with them is reviewed and synthesized, and recommendations for further research are made. Each section is divided into four categories: (1) educational significance of behavioral objectives, (2) evaluation through behavioral objectives, (3) student awareness of and participation in behavioral objectives, and (4) teacher training in the development and use of behavioral objectives. Among the recommendations are that the relationship between long- and short-term objectives of a program be examined, that evaluations of programs using behavioral objectives be compared with evaluations of programs not using them to determine the value of behavioral objectives in terms of the instructional-evaluative process, and that the place of behavioral objectives in open classrooms be studied. This joint ERIC/CRIER and International Reading Association publication is one of a new series designed to provide researchers, professors, and students with an indication of the state of research in a closely defined area and with recommendations for directions which future research should take. An extensive bibliography is included. (MS)

ED 060 395

AA 000 988

Literature Search; A Planning Document for the Establishment of a Nationwide Educational Telecommunications System.

Synergetics, Inc., Washington, D. C.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 23 Aug 71

Contract—OEC-71-3955(099)
Note—188p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annotated Bibliographies, Cable Television, Communication Satellites, Computer Assisted Instruction, Dial Access Information Systems, Educational Radio, *Educational Technology, Information Networks, *Information Systems, *Instructional Technology, Instructional Television, *Literature Reviews, Medical Education, Simulation, Systems Approach, *Telecommunication, Telephone Communication Systems

Identifiers—Educational System

A literature search, made to provide a data base for a proposed nationwide educational telecommunications system, reviews and summarizes existing literature in the field. Educational telecommunications is divided into eight categories: instructional television, educational radio, telephone instruction, dial access information retrieval systems, information network systems, communications satellite systems, common carrier, and computer augmented learning. A ninth section deals with education and telecommunications in general. Within each category, a description of the category is followed by a brief discussion of its technology and its implication for education. In most cases the description is followed by a review of the literature in which the significance of various publications is pointed out, and the main areas of research noted. The final section presents an annotated reference for each publication. Publications which were obtained too late for review, but which appear to be of major significance, are listed without annotation. The files of the National Technical Information Service, NASA, the National Library of Medicine's AIM-TWX system, and the ERIC system were searched along with a number of libraries specializing in educational telecommunications topics. (JY)

ED 060 396 AA 000 989

Docket Search. Part of a Planning Document for the Establishment of a Nationwide Educational Telecommunications System.

Synergetics, Inc., Washington, D. C.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 6 Dec 71

Contract—OEC-0-71-3955(099)
Note—154p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Broadcast Television, Cable Television, Communication Satellites, *Educational Technology, Educational Television, *Federal Legislation, Fixed Service Television, Information Networks, Instructional Technology, Instructional Television, *Literature Reviews, *Telecommunication, Telephone Communication Systems

Identifiers—Common Carriers, Educational Telecommunications System, FCC Dockets, *Federal Communications Commission

A docket search reviews selected educational telecommunications issues brought to the attention of the Federal Communications Commission (FCC). The docket search was part of an effort to develop a planning document for the establishment of a nationwide educational telecommunications system. Key policy-making proceedings were identified which dealt with educational television on UHF-TV, ITFS (Instructional Fixed Service Television), CATV (cable television), common carriers, and domestic satellites. For each docket a brief statement of the issue and a capsulized review of the position taken by each major participant in the proceedings is first presented; then a more detailed review describes the issues as seen by the FCC and the responses of the educational and other interests in a chronological order. Changes or modifications in position that occur are noted, and the rationale for each position are included, particularly as they relate to the positions of educational interests. The educational implications of the FCC decisions for each medium are summarized. (JY)

ED 060 397 AA 000 990

Bernbaum, Marcia

Early Childhood Programs for Non-English-Speaking Children. PREP-31.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D. C.

Report No.—DHEW-(OE)-72-9; PREP-31

Pub Date 72

Note—34p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (\$6 a year; foreign, \$1.50 additional. Single Copy: \$0.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Bibliographies, Bilingualism, *Bilingual Students, Community Influence, *Early Childhood Education, *English (Second Language), Guidelines, Instructional Aids, Language Research, Literature Reviews, Navaho, *Non English Speaking, *Preschool Children, Psycholinguistics, Resource Materials, Social Psychology, Sociolinguistics, Spanish Speaking, Teaching Guides, Testing

Identifiers—Head Start Projects, PREP, *Putting Research into Educational Practice

Research findings on bilingual preschool children (2-1/2 to 6 years of age) and programs are presented. Working definitions are given for some of the terms used in the report. Research findings are divided into four categories: (1) "The Community" focuses on the findings from the fields of social psychology and sociolinguistics; (2) "The Bilingual Child" considers those findings from linguistics and psycholinguistics; (3) "Of Special Interest to Educators" answers some specific questions; and (4) "Testing the Bilingual Preschooler" summarizes several issues associated with assessing to what extent a child is bilingual, and draws attention to possible approaches that may be used to assess the intelligence of a bilingual child. Practical Guidelines for the Teacher and Administrator are given, followed by specific guidelines that relate to the community, the parents, the children, the teacher and her aide, and goals. Examples of existing bilingual preschool programs that fit into one of the four following categories are given: (1) one way: dominant language; (2) one way: bilingual; (3) mixed: dominant language; and (4) mixed: bilingual. Additional sources of information on bilingual programs and teaching aids are presented in two categories: Handbooks and Teaching Aids, which are for use in Spanish-speaking or Indian-speaking classes. A bibliography concludes the report. (DB)

AC

ED 060 398

AC 008 158

Sourifman, Vivian M., Ed.

Guidelines for ABE Learning Centers.

New Jersey State Dept. of Education, Trenton. Office of Adult and Continuing Education.

Spons Agency—Division of Adult Educational Programs, BAVT.

Pub Date Jun 70

Grant—OEG-0-8-040114-4380(324)

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Adult Basic Education, Case Studies, *Counseling, Demography, Demonstration Projects, Guidelines, *Instructional Design, Occupational Information, *Personnel Selection, Physical Facilities, Scheduling, Student Records, Urban Areas

Identifiers—*New Jersey

A federally funded demonstration project in adult basic education is presented. The project's proposal set forth the development of demonstration adult basic education learning centers within the central cities area of the cities of Camden and Newark, New Jersey. During 22 months of operation on a demonstration basis, each center developed administrative and instructional patterns to serve the community life patterns within the community in which it was located. Program objectives served as guideposts for each center to: (1) motivate the undereducated adult of the core urban area, and (2) provide a program integrating innovative methods, materials, and programs of learning. The appendices present job descriptions, evaluation of selected materials, case-study diagnosis and prescription planning and forms. (CK)

ED 060 399

AC 008 317

Jensen, Glenn

Seminar in Adult Basic Education. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults.

Colorado Univ., Boulder.

Spons Agency—Office of Education (DHEW), Washington, D. C.

Pub Date Jun 70

Grant—OEG-0-9-151178-4196(323)

Note—215p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Basic Education, *Adult Education, Adult Educators, Beliefs, Community Resources, *Course Content, Course Objectives, *Discovery Processes, Educational Programs, Expectation, Individual Development, Learning Experience, Learning Processes, Objectives, Philosophy, *Seminars, Standards, Teaching Techniques

A seminar whose purpose is to raise the professional competencies of those concerned about Adult Basic Education (ABE) by providing an overview and understanding of the major principles and practices of ABE is presented. Specific objectives include: (1) to enable each class member to formulate and to defend a philosophy and rationale of ABE which is consistent with his own beliefs and with the characteristics and expectations of the undereducated adult, (2) to enable each class member to formulate and defend important criteria which must be present to have a "successful" community Adult Basic Education program, (3) to reach consensus about the fundamental principles involved in the learning process, and (4) to provide a learning environment in which the participants may design and conduct meaningful learning experiences. Full use was made of three methods of study: the class, self-directed study, and the community. The adult learning process was introduced through a presentation on an overhead projector of Havighurst's development tasks of the adult. The section on community resources was developed around a practicum experience wherein each class member was responsible to determine those resources in his community which lend themselves to an improved ABE program. (For related documents, see AC 008 318-322.) (CK)

ED 060 400

AC 008 318

Clegg, Denzil O.

Adult Teaching and Learning. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults.

Colorado State Univ., Ft. Collins; Colorado Univ., Boulder.

Spons Agency—Office of Education (DHEW), Washington, D. C.

Pub Date Jun 70

Grant—OEG-0-9-151178-4196(323)

Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Adult Education, Adult Educators, *Behavioral Objectives, Behavior Patterns, Concept Teaching, *Course Content, Course Objectives, Curriculum Guides, *Discovery Processes, Evaluation Techniques, Learning Processes, Professional Education, Program Evaluation, *Teacher Education

Adult teaching and learning is a suggested course of study which emphasizes teacher behavior in relation to adult learning. In the development of the syllabus for this course, a considerable amount of time was spent using the curriculum development process described by Ralph Tyler. A broad range of concepts and behavior patterns were identified in the literature. Those concepts and behaviors which occurred most frequently were included in the course of study. The syllabus was designed to allow maximum flexibility in a course of study. The significance of each area of study was presented for the purpose of helping the instructor understand why the concept or behavior should receive consideration. The behavioral objectives were developed for the expressed purpose of providing direction to the process of changing the behaviors of the teachers of adults. The suggested areas to study contain the concepts and behaviors pertaining to adult teaching and learning which appear necessary to the achievement of the stated objectives. A variety of learning experiences have been suggested so that the teachers of adults will have an opportunity to achieve the behavioral objectives.

tives. Effective evaluation is needed to determine how well one is succeeding in achieving the objectives. A number of ways have been suggested to evaluate the behavioral objectives. (For related documents, see AC 008 317, 319-322.) (CK)

ED 060 401 AC 008 319

Adams, Harley K.

Methods and Materials in Adult Basic Education. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults.

Colorado Univ., Boulder.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 70

Grant—OEG-0-9-151178-4196(323)

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Adult Basic Education, *Adult Education, Adult Educators, *Discovery Processes, Independent Study, *Instructional Materials, Objectives, Professional Education, Student Evaluation, Teacher Role, *Teaching Methods

Materials intended to serve as the basis for a three semester hour course in methods and materials of instruction in adult basic education (ABE) are presented. The materials are designed for several instructional approaches. They may be used self-instructionally, either as independent units or as a collective group of units. When the units are used in a self-instructional mode, the instructor will serve largely to orient the students to the materials, monitor student progress, and evaluate the students' proficiency assessments. (For related documents, see AC 008 317, 318, 320-322.) (CK)

ED 060 402 AC 008 320

Edgar, Thomas

Evaluation in Adult Basic Education. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults.

Colorado Univ., Boulder.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 70

Grant—OEG-0-9-151178-4196(323)

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Adult Education, Adult Educators, *Course Content, Data Analysis, Data Collection, *Discovery Processes, Evaluation Techniques, Goal Orientation, Objectives, *Professional Education, Program Evaluation, Research, Student Needs, Student Opinion, Tape Recordings, Teacher Attitudes

A course which grew directly from the stated needs expressed by Adult Basic Education (ABE) students and ABE teachers alike is presented. As the course was presented, the content was evaluated through analysis of tape recordings of class periods, through analysis of instructor opinion, and through the collection and analysis of the opinions of those enrolled in the class. The final course outline is the basis of the major portion of the discussion contained in this report. The three major sections of the outline are: (1) The Development of an Understanding of the Meaning of Evaluation of Adult Basic Education, (2) The Development of an Understanding of the Interrelationships among Statements of ABE Objectives, Teaching in ABE Situations, the Students Goals, His Achievement, and the Evaluation of His Progress, and (3) Students Build Examinations or Criterion Check Lists Based Upon Their Teaching-Learning Units. (For related documents, see AC 008 317-319, 321, 322.) (CK)

ED 060 403 AC 008 321

Arkava, Morton L.

A Sociology of Impoverished Life Styles. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults.

Colorado Univ., Boulder.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 70

Grant—OEG-0-9-151178-4196(323)

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Educators, Cognitive Processes, Course Content, *Course Objectives, *Culturally Disadvantaged, Curricu-

lum Guides, *Discovery Processes, Economically Disadvantaged, Problem Solving, Professional Education, Socially Deviant Behavior, *Sociology, Theories

A course focusing on the socially impoverished is presented. Its goals are: (1) to help the student develop an understanding of the impoverished in terms of current sociological theories and to relate theory to problem solutions, (2) to help the student develop an affective appreciation of impoverishment, and (3) to help the student to develop specific strategies directed at the reduction of the impact of impoverishment on people. The content of the syllabus is based on the assumption that all societies appear to develop one or more classes of disadvantaged persons whose life styles are such that their participation in the entire range of activities of the society are severely limited. The syllabus is directed at a detailed examination of the life styles developed by the impoverished—the poor—and the culturally deprived. (For related documents, see AC 008 317-320, 322.) (CK)

ED 060 404 AC 008 322

Bereman, Norman P.

Psychological Implications of Deprivation on Adult Learners. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults.

Colorado Univ., Boulder.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 70

Grant—OEG-0-9-151178-4196(323)

Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Adult Basic Education, *Adult Education, *Adult Educators, Course Content, Culturally Disadvantaged, *Discovery Processes, Environmental Influences, Interaction, *Learning Experience, Professional Education, Relevance (Education), Role Perception, Socioeconomic Status, Teacher Education

A course designed to be relevant for the training of teachers for adult education courses is presented. The point is made that the status of adult as opposed to adolescent is achieved when the individual reaches full physical growth, has entered the job market full time, and is seriously in the process of establishing a family. It is also pointed out that deprivation, in this report, refers to the absence of a sufficiently supporting environment in areas of fundamental needs. This study is directed to the internal effects upon the individual through the sensory processes. It has been found that the adult learner shares with the teacher in training an incomplete development in relation to an integrative view of life and their role in it. He also shares with the teacher the motivation to continue development toward greater maturity. Since it has been shown that the adult basic education student is a person not too basically different from the teacher, it is concluded that the educative experience is a mutually cooperative act. (For related documents, see AC 008 317-321.) (CK)

ED 060 405 AC 008 433

A Total System Approach Attacking the Educational Problems of the Illiterate Spanish-Surnamed Adults. Final Report.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 69

Grant—OEG-2-7-005081-5081

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.28

Descriptors—*Adult Education, Educational Programs, Educational Television, *English (Second Language), *English Instruction, Functional Illiteracy, Instructional Materials, Language Development, Oral Communication, Problem Solving, *Spanish Speaking, *Systems Approach

A program for the development and production of basic oral English lessons for the non-English-speaking, Spanish-speaking adults is discussed. This program is conceptualized incorporated animation, choreography, and other entertaining elements coupled with the instructional features of the lessons. Steps were taken to develop a total educational TV package. (Author/CK)

ED 060 406

AC 008 434

ABE Phase III: Progress and Problems. September 1, 1969-April 1, 1970.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Apr 70

Grant—OEG-2-7-005081-5081

Note—166p.; Interim Report

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *English (Second Language), Financial Needs, Home Study, Human Resources, Instructional Materials, *Instructional Systems, Literacy Education, Mass Media, *Mexican Americans, Microteaching, Mobile Classrooms, Rural Population, Second Language Learning, *Spanish Speaking, Televised Instruction, Urban Population, Video Tape Recordings

Identifiers—*Empleen Ingles Series, Proteus Adult Education Center, University of Arizona, University of Southern California

Interim information concerning the ABE III grants is provided in the three parts of this report. Part 1 (outline) describes the goals and objectives of each component; Part 2 describes accomplishments and problems to date; and Part 3 deals with coordination and supervision activities undertaken by the Lab. The components of the program are: (1) "Empleen Ingles" Television Video Tapes; (2) School of Education—University of California; (3) Proteus Adult Education Center, Visalia, California; (4) MAPAR, McMinnville, Oregon; (5) Chandler Career Center; (6) Micro-Teaching Protocols; (7) Model Cities; (8) College of Education, University of Arizona—Resource Person; (9) Mobile Unit; (10) Materials Library; (11) Dissemination; (12) SWCEL Clearinghouse; (13) Steering Committee; (14) Human Resource Center; (15) Video Tape Reproduction; and (16) Coordination and Supervision. The report contains 20 appendices. (DB)

ED 060 407 AC 010 612

Filmstrip Manual to Accompany the Filmstrip: When Raymond Was Six.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Child Development, Family Life Education, *Films, Instructional Aids, *Parent Education, *Teaching Guides

As an aid for teachers of adult basic education, this publication suggests ways to use the filmstrip "When Raymond Was Six" to greatest advantage. It offers possible questions for class discussion, and provides activities for additional learning experiences. The filmstrip may be used in a variety of ways, such as the following: as motivation for a lesson, as focus for a point during a lesson, as a summary of a lesson, as reinforcement for important points of a lesson, and as a stimulus to involve the class in a lesson. The filmstrip and its companion materials are seen as valuable aids in helping parents of young children become more effective in meeting their children's needs. The text of the filmstrip is provided to assist teachers who wish to read it while preparing their lesson presentation. (Author/DB)

ED 060 408

AC 012 368

Gross, John G., Ed.

A Study of the Youth Phase of Expanded Nutrition Program.

Missouri Univ., Columbia. Extension Education Dept.

Report No—Spec-R-24

Pub Date Jan 71

Note—9p.; Summary of a Special Problem Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Change Agents, Disadvantaged Youth, Dropout Prevention, *Educational Programs, Family Life, Food, Health Education, Improvement Programs, Income, Individual Development, Knowledge Level, Leaders Guides, Manuals, *Nutrition, *Program Evaluation, Projects, *Research, Testing, Test Results, *Youth

A food and nutrition study conducted in six different areas of one state is discussed. The

youth phase of the program was designed to provide an educational program for young people from low-income families. Pre-tests and post-tests were prepared and designed to determine the effectiveness of the Tricks for Treats unit in influencing the behavior of the children which would result in better dietary habits. Each young person involved was provided with a copy of the project manual and the leader's guide was used by the person conducting the program. Program objectives included: (1) Provide education for youth in the principles of nutrition, diets, and in the acquisition and use of foods; (2) Contribute to the personal development of disadvantaged youth through improved nutrition; and (3) Contribute to the improvement of diets and nutrition of families by means of educational programs for youth. Test results show that: (1) Those participating in the youth phase of the program did change their eating habits somewhat; (2) Most of the young people in the program know what foods to eat to keep healthy; yet, almost all of the participants fall below the recommended levels in their eating habits; and (3) If the program is to serve a useful purpose, a system should be implemented to decrease the drop-out rate. (CK)

ED 060 409 AC 012 369

Rowe, George P., Ed.
How Continuing Education Programmers Perceive Their Job Roles.

Missouri Univ., Columbia. Extension Div.
Report No.—SR-22
Pub Date Aug 71

Note—7p.; Summary of Unpublished Special Problem Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, Attitudes, *Educational Programs, *Extension Agents, *Extension Education, Professional Personnel, Questionnaires, Role Perception, *University Extension

Identifiers—*Continuing Education Programmers
To determine the attitudes of University of Missouri Continuing Education Programmers toward their job roles, questionnaires were mailed to all 24 programmers (10 women and 14 men). A 100% rate of return was obtained. A summary of the 17 findings is provided. Problems elicited from the questionnaires concern: (1) the difficulty in securing resource people, primarily instructors for educational programs; (2) the lack of communication with various academic departments; (3) the additional job responsibilities of the programmers in the "traditional" Extension areas; (4) the need for additional training in program planning, identifying resources, and communications with staff and university personnel; (5) the need for sufficient secretarial help; and (6) an overlap of job responsibilities among the programmers. Recommendations are offered in each of these problem areas. A general recommendation made is that a follow-up study be conducted in a year or two to serve as a comparison with the present study. (DB)

ED 060 410 AC 012 370
Training Schemes for the Port Transport Industry, 1972.

National Ports Council, London (England).
Report No.—SBN-901058-29-7
Pub Date 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Adult Vocational Education, *Career Education, Correspondence Study, Course Descriptions, Independent Study, Industry, *Management Education, Manpower Development, *Professional Continuing Education, Resource Materials, Staff Improvement, Supervisory Training, University Extension, White Collar Occupations, *Work Study Programs

Identifiers—*Port Transport Industry

Most of the courses described in this booklet are intended to give an appreciation of modern management techniques and thinking in a port context. Their main value lies in providing the knowledge a manager needs to do his job effectively and to prepare himself for future jobs. The courses are: (1) Management; (2) Work Study; (3) Supervisory Management; (4) Directed Private Study. Other courses discussed briefly are those offered by the British Transport Staff College, Woking, those offered by the British Transport Docks Board Staff College, King's Lynn, and those of Burton Manor College, Cheshire.

Further training information associated with the National Association of Port Employers and the National Dock Labour Board is given. Dates of courses sponsored by the National Ports Council are presented in tabular form giving course, location, and date. National Ports Council publications and ordering information are given in a brief listing. (DB)

ED 060 411 AC 012 371

Dutton, Donnie And Others
ABE Staff Development in West Tennessee.

Memphis State Univ., Tenn.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 72

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Adult Educators, Evaluation Methods, Females, Males, Older Adults, *Participant Satisfaction, Professional Personnel, Program Evaluation, Questionnaires, Resource Materials, *Staff Improvement, *Summer Institutes, *Workshops, Young Adults

Identifiers—*Tennessee

The overall effectiveness of the educational experiences provided at two West Tennessee ABE Workshops conducted in November 1971, excluding an objective measure of gain in knowledge, was studied. A questionnaire and an evaluation scale for use by workshop participants were administered to adult basic education personnel from all counties in West Tennessee. The primary objective of the two workshops was to acquaint the participants with what transpired in three adult basic education institutes held in the Summer of 1971. The evaluative data show that the two workshops were very successful. Seven appendixes present the following: A. Summary of Guidance and Counseling Session; B. Materials Handouts; C. Reading Handouts; D. Staff and Resource Persons; E. Program; F. List of Participants; and G. Evaluation Forms. (DB)

ED 060 412 AC 012 372

Tichenor, P. J. And Others
Environment and Public Opinion in Minnesota.

Minnesota Univ., St. Paul. Inst. of Agriculture.
Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Attitudes, *Environment, Physical Environment, *Pollution, *Public Opinion, School Role, Social Attitudes, *Surveys

Identifiers—*Minnesota

Surveys conducted in Minnesota in 1969 and 1970 to obtain public opinion regarding environmental issues are discussed. Several generalizations are made about the state of public opinion about the environmental issue, as follows: (1) The environmental issue has reached public prominence through a sequence from professional and interest-group concern through independent publication and attention in government to mass media coverage and public concern; (2) Public opinion about environmental issues in Minnesota today can generally be described as one of confident concern. There is widespread confidence in the belief that technology itself holds the answers; (3) Opinions regarding environment appear to be rather fixed, at least in communities where specific measures are under debate; (4) On three major environmental issues of 1970—mining in the BWCA, the steel plant, and taconite—opinions on pollution control measures vary sharply according to whether the measure has direct consequences for the community involved; (5) Being more informed about environmental issues does not necessarily mean that a person will be more favorable toward controls; and (6) Environment has the potential for intense conflict within and between communities. Five tables and one figure illustrate survey results. (DB)

ED 060 413 AC 012 373

Tichenor, P. J. And Others
Polarization, Definition, and Selective Media Learning.

Pub Date Aug 70

Note—20p.; Paper presented to Association for Education in Journalism Annual Convention (Washington, D.C., August 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Attitudes, Changing Attitudes, *Cognitive Processes, Correlation, Data Collection, *Hypothesis Testing,

Journalism, Law Enforcement, *Learning Experience, *Media Research, Political Issues, Racial Discrimination, Recall (Psychological), Research, Surveys

Identifiers—*Minnesota

The traditional hypothesis that extreme attitudinal positions on controversial issues are likely to produce low understanding of messages on these issues—especially when the messages represent opposing views—is tested. Data for test of the hypothesis are from two field studies, each dealing with reader attitudes and decoding of one news article on each of two issues. One survey was in St. Paul and dealt with open housing and police enforcement of laws. The other was in Monticello, Minnesota area northwest of Minneapolis and was concerned with the DDT banning issue and a controversy over construction and operation of a nuclear generating plant. Each respondent in the two studies was asked to read and state from recall his understanding of two articles which had actually appeared in one of the Twin Cities metropolitan newspapers in months preceding the studies. Position on each issue was measured according to summated responses to seven agree-disagree items selected from statements attributed to various interest groups, public officials, and spokesmen. Understanding was defined operationally as the number of accurate statements offered by a respondent about an article after reading it. The most relevant data for the narrower selective understanding hypothesis are the eta coefficients for the association between attitudes and understanding. It was found that for DDT and the two St. Paul issues, there is no consistent relationship between position and understanding. Education and open-mindedness remain the principle correlates of understanding on these two issues. (CK)

ED 060 414 AC 012 376

Specialty Funded Programs.

Los Angeles City Schools, Calif.

Pub Date 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Attitudes, Behavior Change, Educational Legislation, *Educational Programs, Employment, *Financial Support, Human Resources, *Improvement Programs, Incentive Systems, Industry, Legislation, Manpower Development, Models, Motivation, Projects, Social Change, Traffic Safety, Vocational Education

A total of eight specially funded programs designed to improve social and human conditions are described. These programs are Adult Basic Education (ABE), Adult Personal Traffic Safety (APTS), Emergency Employment Act (EEA), Industry Sponsored Programs (ISP), Manpower Development Training Act (MDTA), Model Cities Projects, Work Incentive Program (WIN), Vocational Education Act (VEA). ABE provides classes for adults lacking an eighth grade education and the opportunity to develop and strengthen communication, quantitative, personal-social and economic skills. APTS aims to help the traffic violator by promoting traffic safety within the community, improving the driving attitude and behavior of the errant driver. EEA was designed to increase employment and was made effective by Congress on an emergency basis. ISP are characterized by short, intensive instructional components which may be provided at the site of the contractor. MDTA has, as its main objective, the initiation and development of broad diversified training programs to train the unemployed and the underemployed and provide them with new and improved skills that are, or will be, required in the economy of the nation. Models Cities Projects aim to provide special facilities and services necessary to improve the general welfare of the people of the area. WIN has as its purpose the providing of education and training to welfare recipients. VEA aims to improve existing programs. (CK)

ED 060 415 AC 012 377

Hartman, Joel A. Brown, Emory J.
Evaluation of a Five-Year Demonstration Farm Program in Two Pennsylvania Counties.

Pennsylvania State Univ., University Park. Coll. of Agriculture.

Spons Agency—Tennessee Valley Authority, Washington, D. C.

Report No.—ES-43

Pub Date Jun 70

Note—222p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Farmer Education, Agricultural Education, Agricultural Research Projects, Bibliographies, Change Agents, Dairymen, Data Collection, *Demonstration Programs, Extension Agents, *Extension Education, Farmers, *Farm Management, Males, Program Effectiveness, Program Evaluation, Research, *Rural Extension, Teaching Techniques, University Extension
Identifiers—*Pennsylvania

This analysis of the impact of a result demonstration educational program was made in an effort to achieve the following goals: (1) identification of the objectives of the educational program; (2) description of the program; (3) assessment of awareness of the program by target clientele; (4) measurement of the amount of change that takes place; and (5) determination of the amount of observed change which can be attributed to the action-educational program and what can be attributed to other known factors. This study is unique in two aspects: (1) the sample of interviewed farmers is one of the largest of any employed in demonstration farm research and represents the universe of dairy farmers in geographical areas immediately surrounding the demonstration farms; and (2) data were collected at two points in time—a benchmark survey of surrounding farmers was completed prior to the beginning of the educational program, and a terminal survey was conducted after the end of the program. The report contains the following chapters: I. Introduction; II. Review of Literature; III. Methodological and Theoretical Orientations; IV. Collection of Data; V. Program Inputs; VI. Methodological Tools; VII. Changes in Practices Adopted; VIII. Dairymen's Knowledge of the Program; IX. Relationship of Program to Change in Practice Usage; X. Summary and Conclusions; and XI. Bibliography. (DB)

ED 060 416 AC 012 378

Report of the Interregional Seminar on the Training of Professional and Voluntary Youth Leaders. Organized Jointly by the United Nations, the United Nations Educational, Scientific and Cultural Organization and the Government of Denmark.

United Nations, New York, N.Y.

Report No.—ST-TAO-SER.C-120

Pub Date 70

Note—129p.

Available from—United Nations, New York, N.Y.

Sales No.: E.70.II.H.4 (U.S. \$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Programs, Human Services, International Programs, *Leadership Training, *Professional Personnel, *Seminars, Training Objectives, *Volunteers, *Youth Leaders, Youth Programs

Identifiers—Denmark, United Nations

The Interregional Seminar on the Training of Professional and Voluntary Youth Leaders was held in Holte, Denmark, from 7 to 22 October 1969. The purpose of the seminar was to review the current experience of both governmental and non-governmental services responsible for training youth leaders for various types of work. The seminar considered the training of professional and voluntary youth leaders under three main headings: (1) objectives of training for professional and voluntary leaders; (2) policies for training youth workers and improving their status; and (3) organization, content and methods of current training programs. The first part of the report discusses these three areas, and contains concluding comments. Part Two contains Background Papers, as follows: I. Summary of the Country Papers; II. The Training of Young People for Action in Community Development; III. Need for Constant Reappraisal and Research in Regard to the Training of Youth Leaders; IV. The Training of Professional and Voluntary Youth Leaders; V. The Training of Youth Leaders; and VI. International Youth Organizations and the Training of Professional and Voluntary Youth Leaders. An annex provides a list of participants. (DB)

ED 060 417 AC 012 380

UNESCO Questionnaire. Third International Conference on Adult Education.

Division of Adult Educational Programs, BAVT.

Pub Date Jan 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, American Culture, *Conferences, Educational Economics, *Educational Methods, Educational Objectives, Educational Technology, *Financial Support, Individualized Instruction, International Programs, Mass Media, Nonprofessional Personnel, *Personnel Needs, Professional Personnel, Questionnaires

Identifiers—*UNESCO

The U.S. response to a UNESCO Questionnaire issued in preparation for the 3rd World Conference on Adult Education, held in Tokyo, Japan, July 27 to August 8, 1972, is presented. The questionnaire consists of the following five parts: Part I. The Relation of Adult Education to Economic, Social and Political Objectives; Part II. Adult Education in Relation to the Educational System; Part III. Financial Resources; Part IV. Methodological Aspects; and Part V. Personnel for Adult Education. (DB)

ED 060 418 AC 012 381

Worden, Phyllis, Comp.

National Invitational Training Conference on Working with Youth with Special Needs Through 4-H.

Minnesota Univ., St. Paul. Inst. of Agriculture.

Pub Date Oct 70

Note—55p.

Available from—Mrs. Phyllis Worden, Assistant Extension Specialist, 4-H and Youth Development, Coffey Hall, University of Minnesota, St. Paul, Minnesota 55101 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Cognitive Development, *Conferences, Group Discussion, *Handicapped, Information Dissemination, Information Sources, *Institutes (Training Programs), Intelligence Quotient, Mentally Handicapped, Objectives, Physically Handicapped, *Special Education, Visually Handicapped, *Youth

Identifiers—NARC, *National Association For Retarded Children

A conference set up to exchange and disseminate ideas and information on the mentally retarded is presented. Specific purposes of the conference are: (1) to promote appreciation and understanding of handicapped youth—mentally retarded, and physically and visually handicapped youth, (2) to promote knowledge of on-going programs through 4-H with handicapped youth, and (3) to have a working conference through small group discussions. Appendices contain resources on handicapped youth, an article on the handicapped, and a list of NARC publications. (CK)

ED 060 419 AC 012 384

Tribble, Marie, And Others

Program Building Handbook for the Texas Agricultural Extension Service.

Texas A and M Univ., College Station. Texas

Agricultural Experiment Station.

Report No.—D-690

Pub Date [Jun 71]

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*County Programs, *Educational Programs, *Extension Agents, Guidelines, Professional Personnel, Program Guides, *Program Planning, Resource Guides, Rural Extension, *University Extension

Identifiers—*Texas

Guidelines and procedures which Texas Agricultural Extension Service personnel may use in working with local people in planning and carrying out county programs are provided in this handbook. The program building process is based on the philosophy that people have both the desire and ability to plan and carry out educational programs. The handbook Introduction provides discussions of the purpose of the handbook, definition of terms, a chart showing the program building process, and the scope of county programs. Following sections present discussions of The County Program Building Organization; The Process of Planning the County Program; The Written County Program; Leadership of the County Program Building Organization in Carrying Out the County Program; and the County Extension Agent's Annual Plan of Work. An appendix presents Standing Rules for County Program Building Committees. (DB)

ED 060 420 AC 012 385

Schwartz, George Worden, Phyllis

Self Study Course for Adult 4-H Leaders. A Pilot Study by Second Year 4-H Leaders in Sibley County, Minnesota, 1971.

Department of Agriculture, Washington, D.C.; Minnesota Univ., Minneapolis. Agricultural Extension Service.

Spons Agency—Sears-Roebuck Foundation, Skokie, Ill.

Pub Date 71

Note—29p.; A self study course developed by the Human Factors Research Laboratory, Colorado State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Leaders, Correspondence Study, *Course Evaluation, Evaluation Techniques, *Independent Study, *Leadership Training, Participant Characteristics, Programmed Instruction, Rural Youth, Short Courses, *Youth Clubs

Identifiers—*Four H Clubs, Minnesota, Sibley County

An evaluation was made of a programmed course "A Self Study Course for Adult 4-H Leaders" from Colorado State University, to determine if leaders would complete a self-study program in lieu of county training meetings. Seventeen leaders completed evaluation forms and the lessons. The study results are presented in 10 chapters: Why 4-H?; Planning the 4-H Program; The 4-H Club Meeting; Learning Experiences; 4-H Teaching Methods; How to Grow Up; Motivations of Youth; Parent Cooperation; 4-H in the Community; and Resources to Help You. The responses of the leaders to specific questions are tabulated. Recommendations of the leaders were: (1) Add local county situations ideas and information; (2) Add more specific solutions to various problems that leaders encounter; (3) Change the programmed format; and (4) Use self-study course in present form. Two appendices present the Evaluation Sheet and Lesson enclosures. (DB)

ED 060 421 AC 012 386

The World of Work and Welcome to It.

Governor's Office of Economic Opportunity, St.

Paul, Minn.; Minnesota Univ., Minneapolis. Agricultural Extension Service.

Pub Date Aug 70

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, Employer Employee Relationship, Human Services, Job Skills, Seminars, Speeches, *Work Attitudes, *Work Experience Programs, *Youth Programs

Identifiers—*Neighborhood Youth Corps

The agenda and three presentations of a program conducted for youth employed through the Neighborhood Youth Corps in 15 southwestern Minnesota counties are presented. The three speeches were "The World of Work and Self-Understanding" by Charles E. Ramsey, "An Employer's Perspective" by Steve Baloga, and "The Department of Manpower Services and You" by David Maday. (DB)

ED 060 422 AC 012 387

Newcomer, Norman L.

You and Your Newspaper. A Guidance Manual for Cooperative Extension Agents.

New Mexico State Univ., Las Cruces. Cooperative Extension Service.

Report No.—R-400-Z-4

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Educators, *Communication Skills, *Extension Agents, Grammar, Guides, Manuals, *Newspapers, *Professional Personnel, Punctuation, *Writing Skills

Guidelines to aid the Extension Agent in writing articles for newspapers are presented. The manual is divided into the following sections: Why Use Newspapers?; Newspaper Public Relations; Before You Begin to Write; What Is News?; The Right Words; Feature Stories; Writing Columns; Newspaper Editorials; Editing; and Photography. In addition, a Newspaper Style Manual is provided, which furnishes guides for capitalization, abbreviations, punctuation, and numbers. (DB)

ED 060 423 AC 012 428

Elliott, Elizabeth

A Model for Evaluating Educational Programs Aimed at Disadvantaged Families.

Pub Date Apr 72

Note—15p.; Paper presented at Adult Education Research Conference (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Counseling, *Adult Educators, Bibliographic Citations, Data Collection, *Disadvantaged Groups, Evaluation Criteria, *Evaluation Techniques, Foods Instruction, *Models, Nutrition Instruction, *Program Evaluation, Social Problems

Identifiers—EFNEP, *Expanded Food and Nutrition Education Program

A model for evaluating an educational program for disadvantaged families (the Expanded Food and Nutrition Education Program, EFNEP) is presented and discussed. The steps in program evaluation are given; these steps are: Rationale; Goals, Intent, Objectives; Antecedents; Transactions; and Outcome. The collection of data is described, and the use of content analysis in EFNEP is discussed. The three major elements of evaluation are given as criteria, standards, and judgments. The three types of criteria necessary for evaluating evaluation information are said to be scientific, practical and prudential. It is concluded that in order to improve the level of evaluation being done in adult education, adult educators need to evaluate their own evaluation efforts and use the results to improve future efforts. References are provided. (DB)

ED 060 424 AC 012 429

Lueder, E. J.

A Study of the Predictive Association between Congruency Measures Based on Work-Emotionality Theory and the Achievement and Satisfaction in Adult Instructional Groups.

Pub Date Apr 72

Note—20p.; Paper presented at the Adult Education Research Conference (Chicago, Illinois, April 6-9, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Students, Educational Research, Effective Teaching, *Emotional Response, *Group Dynamics, Instructional Design, Learning Processes, Personality Studies, Small Group Instruction, *Student Teacher Relationship, Volunteers, *Work Attitudes, Workshops

The rationale, design, and data collection methods of a study of factors that may influence the effectiveness of adult instructional groups that included interaction are discussed. Two aspects to be considered when studying instructional groups are called work and emotionality. The Work-Emotionality Theory is discussed. Six types of emotionality—fight, flight, pairing, dependency, counter-dependency, and counter-pairing—are defined. The four levels of the concept of work are given. Related research is discussed. In the present study, it was hypothesized that there were positive relationships between group relevant aspects of personality in small instructional groups of adults and the learner's learning achievement and satisfaction. Forty volunteer 4-H leaders participated in a two-day workshop. The learners ranged in age from 27 to 57. Data for the study were collected both prior to the workshop from learners and instructors and from the learners at each instructional session during the workshop. Statistical analysis of the data was carried out. The findings did not produce a uniform pattern of associations of sufficient strength to support the hypothesis. The diversity in results from group to group and from instructor to instructor point to the fact that group relevant aspects of personality had a measurable effect. (DB)

ED 060 425 AC 012 430

Gran, James R.

A Four-Year Follow-Up Study of the One Hundred Eleven Graduates—Class of "68" of the Jackson County Adult Evening High School Completion Program.

Jackson County Adult Evening High School Program, Iowa.

Pub Date 1 Apr 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Employment Patterns, Evening Programs, *Follow-up Studies, High School Curriculum, *High School Graduates, Income, Occupational Mobility, *Participant Characteristics, Post Secondary Education, Program Evaluation, Questionnaires, Sex Differences, Social Development, Tables (Data)

Identifiers—Adult Evening High School Completion Program, Iowa, *Jackson County

The second four-year follow-up study of the Jackson County Adult Evening High School Completion Program was made to determine the effectiveness of the program in terms of the financial, social, or personal gains of the graduates. The study concerns the graduating class of 1968 (111 graduates) fairly evenly distributed as to sex (40% men and 60% women). Data were collected by use of a questionnaire, with a return rate of 94.6%. A total of 104 completed questionnaires are used in the tabulations, presented in 30 tables. Conclusions of the study are: (1) Almost all the graduates remained in the local communities; (2) No participant has been prevented from graduating from high school because of being head of household, married, or working; some are continuing their education beyond high school; (3) Many have had job changes and promotions; (4) A significantly larger number of housewives have entered the labor market; (5) Almost twice as many reported income increases after four years compared with one year after graduation; (6) 80% of the income increases, job changes, or promotions were related to completion of high school in this program; (7) Some have had as many as five promotions or job changes; (8) Some have taken additional adult courses; (9) 52% in the labor force were better off financially; (10) Most reported being better off socially and personally. The questionnaire and accompanying letters are provided. (DB)

ED 060 426 AC 012 431

Clark, A. Ainslie

Educational Media Techniques Utilized within the

Comprehensive Manpower Development System.

Prince Edward Island Newstart, Inc., Montague.

Spons Agency—Canadian Dept. of Regional

Economic Expansion, Ottawa (Ontario).

Report No.—Pub-No-71-21

Pub Date Aug 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Audiovisual Aids, Educational Technology, Films, *Instructional Media, Literacy Education, Manpower Development, *Media Selection, *Media Technology, Resource Materials, Student Motivation, Student Teacher Relationship

Identifiers—Comprehensive Manpower Development System, *Prince Edward Island Newstart

The educational media involvement in the Comprehensive Manpower Development System of Prince Edward Island Newstart Inc. is described. The report is divided into two sections, one dealing with the use of educational media as a resource program and the other dealing with an exposure program designed by the media specialist. Among the activities of the resource program were the acquiring of films and video tapes, locating new media materials for each subject area, providing current media reference information and catalogues, recommending the purchase of specific materials and equipment, and providing technical expertise on tape recording and duplication procedure for Adult Basic Education Literacy Program. The following media techniques were incorporated into the program: overhead transparencies for use in mathematics and PEST programs; super 8-mm single concept film loops for male nursing attendants program; video tape productions and mirror television techniques for PEST programs. Media workshop sessions were held for the instructional staff, and film showings were organized for staff development purposes. The exposure program had the following objectives: (1) to increase trainee's level of motivation and interest in academic work; (2) to make trainees more aware of assets and facilities of their environment; and (3) to provide opportunity for trainees to use these facilities. (DB)

ED 060 427 AC 012 432

Sudale, E. W.

Continued Education. A Study of the Education of Young European School Leavers During Their Last Years at School and Early Years at Work.

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Pub Date 71

Note—115p.

Available from—Directorate of Education and of Cultural and Scientific Affairs, Council of Europe, 67-Strasbourg, France (no price quoted)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education Programs, *Apprenticeships, *Continuation Education, Continuous Learning, Curriculum Evaluation, Educational Needs, General Education, Job Skills, Socioeconomic Influences, *Teacher Education, *Teenagers, Unskilled Workers, *Vocational Education, *Work Study Programs, Youth Opportunities

Identifiers—*Europe

The educational needs and aspirations of a large proportion of Europe's teenagers (13 to 18 years of age) and the provision that is or should be made for them are the subject for this study. Part I of the study describes the pace and magnitude of some of the main socioeconomic changes that are transforming the face of Europe in the second half of this century. Particular emphasis is given to those aspects which most affected the lives of young people who receive only the minimum compulsory schooling before entering employment as apprentices or unskilled workers. Parts II, III and IV review the steps being taken by the education and other authorities responsible for the education and training of these young people to strengthen their capacity to respond to this challenge. Some implications for the recruitment, training and professional development of their teachers are explored briefly in Part V. Part VI attempts to suggest answers to two questions: (1) Is the educational response adequate to meet the socioeconomic challenge? and (2) What more needs to be done? Publications of the Council for Cultural Cooperation related to Education in Europe as well as Companion Volumes are listed. The addresses of sales agents for the Council's publications are given. (Author/DB)

ED 060 428 AC 012 433

Characteristics of Students at the Continuing Education Center.

Edmonton Public Schools, Alberta.

Pub Date 71

Note—55p.; A Survey study conducted in January-February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Students, Age Differences, Comparative Analysis, Continuation High Schools, *Continuation Students, Economic Factors, Females, High School Students, Males, *Participant Characteristics, Participant Satisfaction, Social Factors, Surveys, *Teacher Attitudes, *Young Adults

Identifiers—*Canada

A survey study was conducted to investigate the characteristics of the students at the Continuing Education Center ("Old Scona"). Students at the Center, at three public high schools, and Center teachers participated in the survey. Comparisons of Center students under 21 years of age with grade 12 high school students showed that the Center students were a year and a half older, had more gaps in high school enrollments; had different emphases as to further education goals; were more independent; received more government assistance; were more widely traveled; and showed more dislike of existing educational and social conventions. Two-thirds of the Center's adult students were included in the survey. Most were in their early twenties, and had gaps in their high school enrollments of under six years. The teachers had reservations about their non-adult students, but judged the adult students to be serious and responsible. Three appendixes provide The Paper Survey Form, The Person-to-Person Student Survey, and The Person-to-Person Teacher Survey Form. (DB)

ED 060 429 AC 012 434

Benley, Charles F.

Aspects of Adult Education in North America and Great Britain.

Spons Agency—Winston Churchill Memorial

Foundation.

Pub Date 22 Mar 71

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Comparative Analysis, Continuing Education Centers, Correspondence Study, Discussion Programs, *Educational Finance, Educational Radio, General Education, *Instructional Technology, Interagency Cooperation, *Labor Education, Open Education, *Residential Programs, University Extension

Identifiers—Australia, Canada, India, United Kingdom, United States

A tour to obtain a broad picture of the state of development of adult education in cities of the United States, of Canada, of India, and of the United Kingdom is described. The objectives of the tour were to examine: (1) the provision made for residential adult education overseas (the U.S.); (2) the relationship between the various agencies providing adult education, and, in turn, their relationship with the formal structure of education; (3) examples of the provision of adult education "at a distance," that is without the presence of a tutor at the point where the students are studying; and (4) the use of frequency modulated broadcasting in adult education. The introduction discusses the use of the term "adult education" in North America and the British usage. Areas of education included in the term "adult education" are External Degrees, Continuing Education, and Liberal Education. Other topics discussed in the report are: Residential Adult Education; Workers' Education; The Use of Technical Resources; Co-operation between Agencies; Adult Education at a Distance (discussion group programs, correspondence programs, the Open University); and financing Adult Education. Two appendices present a List of Organisations Visited and Individuals Interviewed, and a Submission to Committee of Inquiry into Frequency Modulation. (DB)

ED 060 430 AC 012 446

Koshy, T. A. *And Others*
Polyvalent Adult Education Centre (An Integrated Approach to Adult Education for Workers).
National Council of Educational Research and Training, New Delhi (India).
Report No.—Pub-27
Pub Date Aug 71
Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Adult Education, Changing Attitudes, Cognitive Development, Course Content, *Educational Facilities, *Educational Programs, *Institutes (Training Programs), Instructional Materials, Interdisciplinary Approach, Objectives, Organization, Part Time Teaching, Program Evaluation, Projects, Skill Development, Surveys, Teachers, Teaching Techniques, Technical Education, *Vocational Education
Identifiers—*India

A project to upgrade the vocational skills of Indian workers is presented. This project is designed to plan and develop integrated educational and training courses of various duration for workers and prospective workers, through the establishment of Polyvalent Centers. These centers are institutions providing opportunity for many-sided education and training to workers in industries, transport, hotels, restaurants, offices and home and other organizations. Objectives of the centers include: (1) enrichment of the lives of workers through knowledge and better understanding of their environment, (2) preparation of workers for more adequate vocational training through general education, (3) improvement of the vocational skill and technical knowledge of workers, and (4) development in workers the right perspective towards work. Each center will provide integrated educational and training courses of varied duration, conduct surveys and studies in the field of worker education, and provide consultation service to other organizations. Each center will have a management committee which will be set up by the state government or the agency concerned. Courses will be based on specific needs of workers. They will be offered on a part-time basis at a time and place convenient for the purpose of the participants. Each center will have only a nucleus of full-time staff for teaching, organization and administration of program. Appropriate teaching materials will be provided. The program will have a built-in process of evaluation. (CK)

ED 060 431 AC 012 447

Rege, K. B.
Magnitude of Illiteracy in India (1961-1981).
National Council of Educational Research and Training, New Delhi (India).
Pub Date Nov 71
Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Adults, Age, *Census Figures, Children, Data Analysis, Educational Facilities, Educational Needs, *Educational Programs, Enrollment Trends,

*Functional Illiteracy, Laborers, Population Growth, *Primary Education, *Standards, Statistical Data, Surveys, Youth
Identifiers—*India

An attempt to estimate the growth of literacy in India in the next 20 years is presented. Consideration is taken of existing facilities and the likely increase of present literacy programs. The point is made that the expansion of primary education was mainly responsible for the growth of literacy in the country. Estimates presented are based on school enrollment in the past and the anticipated school enrollment in the future up to 1981. Two age groups of 5-9 and 10-14 were chosen for this study. The total number of literates in each age group was broken into its component parts in terms of the school enrollment in the age group in the year 1961 and the previous years in the standard accepted initially as the minimum level for census literacy. Data analysis showed that the number of literates in these age groups calculated from the school enrollments in 1961 and the preceding years fell far below the number of literates as enumerated in the census. It is concluded that completion of the second standard of the primary education in India enables one to achieve literacy of the level laid down by the Census of India. It is also concluded that the bulk of the working force in the country will remain in the same state of illiteracy in the next 20 years as at present, and will require at least another 20 years for achieving 100 per cent literacy of the Census level, if the present conditions are to continue indefinitely in the future. (CK)

ED 060 432 AC 012 448

Handbook on Farmers Functional Literacy Project.
Ministry of Education and Social Welfare, New Delhi (India).
Report No.—Pub-929
Pub Date Apr 71
Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, Changing Attitudes, Concept Formation, Conceptual Schemes, Economic Development, *Educational Programs, *Farmers, *Functional Illiteracy, Goal Orientation, *Guides, Learning Experience, Motivation, Objectives, Problem Solving, *Projects, Socioeconomic Influences
Identifiers—*India

The concept of functional literacy is defined as literacy integrated with the occupation of the learner and directly related to development. Its ultimate goal is to assist in achieving specific socio-economic objectives by making adults receptive to change and innovations and by helping them to acquire new vocational skills, knowledge and attitudes which they can use effectively. To achieve these objectives, Functional Literacy Projects should concentrate on: (1) regions and economic sectors having high priority in national development, (2) specific problems and activities forming the basis of development plans, and (3) population groups and individuals who are sufficiently motivated but whose illiteracy constitutes an obstacle to the implementation of a development project. It is pointed out that the Farmers' Functional Literacy Programme has been formulated on the basis of the above mentioned concept. (CK)

ED 060 433 AC 012 449

Farmers Training and Functional Literacy: Pilot Evaluation Study of Functional Literacy Project in Lucknow District.
Ministry of Education and Social Welfare, New Delhi (India).
Report No.—Pub-933
Pub Date Apr 71
Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Agricultural Production, Changing Attitudes, Control Groups, Data Analysis, Data Collection, *Educational Programs, Experimental Groups, *Farmers, *Functional Illiteracy, Interviews, Learning Experience, Measurement Techniques, Objectives, *Pilot Projects, *Program Evaluation, Reading Ability, Skill Development, Social Change, Socioeconomic Influences, Teaching
Identifiers—*India

A program of functional literacy, as an integral part of the program of Farmers' Training and Functional Literacy, is presented. Its objectives

are: (1) to increase the attainment and use of literacy skills, and (2) to bring about the socio-economic change on the individual with particular emphasis on changes in agricultural production. The specific objectives of this pilot study were to obtain the qualitative and quantitative measurements of: (1) the attainment and use of literacy skills, (2) the impact of the program on the individual, and (3) the teaching/learning situation. The study was conducted on an "ex-post-facto" basis using experimental and matched control groups. Primary data was gathered by a team of seven interviewers. The experimental group consisted of adult farmers, drawn from 12 villages. Factors used for measurement purposes covered the following areas: (1) the literacy skills attained by the participants, (2) the impact on agriculture of the knowledge of improved farm practices, (3) the teaching learning situation. Findings include: (1) At least 80% of the participants achieved literacy skills of varying degrees of utility; and (2) The final rate of adoption of agricultural practices among the participants and control groups and its relationship to literacy ability indicated that the rate of adoption among the functional literates and control illiterates tended to vary directly with literacy level. (CK)

ED 060 434 AC 012 450

Farmers' Functional Literacy Project under the Programme of Farmers' Training and Functional Literacy.

Ministry of Education and Social Welfare, New Delhi (India).
Report No.—Pub-927
Pub Date Jan 71
Note—91p.; Report of National Workshop (January 11-19, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *Educational Programs, *Farmers, Feedback, *Functional Illiteracy, Improvement Programs, Instructional Materials, International Education, Laborers, Objectives, Organization, Problem Solving, *Projects, Staff Orientation, *Workshops
Identifiers—*India

A description is presented of the Farmers' Functional Literacy Project, a component of the integrated program of Farmers' Training and Functional Literacy. The project consisted of three regional workshops and a national workshop. The regional workshops were organized to allow officers to review progress and prospects of the programs, exchange their experiences, and consider measures necessary to strengthen them and make them field-oriented. The purpose of the national workshop was to provide the opportunity of pooling the national and international experiences in the field of functional literacy and evolve a well-planned program of action for implementation in the years to come. The national workshop considered the following aspects of orientation and training of personnel engaged in the functional literacy project: (1) Who will be trained? (2) By whom? (3) Where and for how long? (4) What provision would be necessary for feedback and follow-up? and (5) What should be the contents of the syllabi of training for different categories of workers? (CK)

ED 060 435 AC 012 451

Adult Education. Annual Report, National Advisory Council on Adult Education.

National Advisory Council on Adult Education, Washington, D. C.
Pub Date Mar 72
Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Adult Basic Education, *Adult Education, Age, *Career Education, Caucasians, *Correctional Education, Educational Facilities, *Educational Legislation, Federal Programs, Negroes, Older Adults, Participant Characteristics, *Program Coordination, Tables (Data), Teacher Education, Veterans Education
Identifiers—Title III Adult Education Act

Recommendations of the President's National Advisory Council on Adult Education are the subject of this first annual report. The activities of the Council during its first year are listed. Recommendations for Action are: (1) a higher budget priority for adult education in Fiscal Year 1973, and the development of a Comprehensive Adult Education Act; (2) a single agency to be held accountable for the coordination of all adult

education services financed by the federal government; (3) career-oriented education for adults; (4) reactivation of G.I. educational benefits; (5) development of a national plan for adult education programs in correctional institutions; (6) expanded use of local educational facilities to include adults; (7) establishment of educational programs of substance for the senior citizen; and (8) the President establish a Bicentennial Year White House Conference on Adult Education. Appendix A to the report presents data from federally supported adult basic education (ABE) programs. It includes a brief review of 309(b) and (c) projects, and statistics from adult basic education programs. Appendix B presents charts and tables of Instructional Sources of Adult Education; Adults as Full Time Students; Level of Education: White and Black Adults; and Education and Income: White and Black Adults. (DB)

ED 060 436 AC 012 454

Adult Education in Kenya (A Historical Perspective). Decadal Report 1960-1970.

Board of Adult Education, Nairobi (Kenya).

Pub Date Feb 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *African Culture, Correspondence Study, *Developing Nations, Educational Programs, Educational Resources, *National Programs, Questionnaires, Rural Education, *Vocational Education

Identifiers—Africa, *Kenya

In preparation for the Third World Conference in Adult Education, the chapters of this report are based on Unesco's questionnaire. It is, therefore, not an exhaustive account of the period 1960-1970. The report discusses the following topics: National Education System; The Board of Adult Education; Financing; Methodology; and Personnel for Training of Adult Education. Three appendices present Publications Pertaining to Adult Education Published during the Decade; Members of the Board, 1971; and Statistics and Figures. It is emphasized that informal, fundamental and vocational adult education in Kenya has been more pronounced than formal and literacy education. (DB)

ED 060 437 AC 012 455

Olmstead, Joseph A. And Others

Selection and Training for Small Independent Action Forces: Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Report No.—HumRRO-TR-72-2

Pub Date Feb 72

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation Techniques, Human Engineering, Males, Material Development, Military Personnel, *Military Training, *Performance Criteria, *Personnel Selection, *Research, Skill Development, Test Construction, *Training Techniques

Identifiers—SIAF, Small Independent Action Forces

The overall objective of this research was the development of procedures for selecting and training personnel to serve in Small Independent Action Forces (SIAF) units. This report of Phase III of the three-phase research and development project describes research that required two almost completely independent activities: (a) development of a composite training test, and (b) validation of selection tests and final development of selection materials and procedures into a Small Independent Action Forces Selection Program. Training procedures and materials for developing the required knowledge and skills were developed in Phases I and II. (Author)

ED 060 438 AC 012 456

Abrams, Alvin J. Cook, Richard L.

Information Feedback: Contributions to Learning and Performance in Perceptual Identification Training.

Naval Personnel and Training Research Lab., San Diego, Calif.

Report No.—STB-72-5

Pub Date Dec 71

Note—19p.; Final Technical Report

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-733 451, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Auditory Perception, Classification, Cognitive Processes, Educational Programs, *Feedback, Human Development, *Military Personnel, *Perceptual Development, Research, Stimuli, Stimulus Devices, *Task Performance, Teaching Techniques

Identifiers—United States Navy

In training people to perform auditory identification tasks (e.g., training students to identify sound characteristics in a sonar classification task), it is important to know whether or not training procedures are merely sustaining performance during training or whether they enhance learning of the task. Often an incorrect assumption is made that superior performance during training is synonymous with a high level of learning. Two experiments were run in which the pacing of stimulus complexity and the fading of informational feedback (IF) were systematically varied. It was found that: (1) the pacing of stimulus complexity during training serves to enhance the learning effectiveness of IF; (2) Continuous IF serves primarily to sustain performance, while fading IF enhances learning; and (3) The learning enhancement effect of IF is greatest when judgments of a stimulus dimension are made on a previously learned absolute scale, while the performance sustaining effect of IF is greatest when judgments of a stimulus dimension are made on a novel, relative scale. (Author)

ED 060 439 AC 012 457

Zelmer, Amy Elliott

Feasibility Study on the Use of Television for Public Health Recruitment.

Spons Agency—Canadian Dept. of National Health and Welfare, Ottawa (Ontario).

Pub Date Sep 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Opportunities, Feasibility Studies, *Health Personnel, *Mass Media, *Recruitment, Television, *Vocational Development, White Collar Occupations

Identifiers—*Canada

The feasibility of using television as a means of recruiting public health personnel was studied. Professional journals, reports, and personal letters or interviews were used to obtain information on the experiences of health agencies and other professional groups with the use of television for recruitment. Recommendations resulting from the study are: (1) The Canadian Public Health Association (CPHA) should undertake a program of recruitment through the mass media, and this program should be directed particularly towards those who are making career decisions (for the first or second time); (2) This mass media program should be planned for distribution through both French- and English-language media; (3) This program should have coverage across Canada; (4) Any use of television for recruitment proposed by the CPHA should be planned as part of a total program using more personal approaches; and (5) That a research study of the effectiveness of television for this purpose should be a part of any television program undertaken by the CPHA. The possibilities of making some use of the radio should also be considered. The CPHS is advised to produce films concerning public health careers for use on television; to sponsor workshops for health personnel; to produce and distribute spots for television; and to set up a follow-up and evaluation program. A two-year budget is provided, as are references and three health career films. (DB)

ED 060 440 AC 012 458

Bibliography of Publications, as of 30 June 1971.

Human Resources Research Organization.

Human Resources Research Organization, Alexandria, Va.

Pub Date Sep 71

Note—354p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Annotated Bibliographies, Bibliographies, Educational Programs, Military Training, *Publications, *Research Reviews (Publications), Subject Index Terms, *Training Techniques

This bibliography of HumRRO publications has been compiled to provide as complete information as is feasible about that organization's

research publications and products. The bibliography has been organized into three main parts, the first of which is the list of FY 1971 items. Part I also includes a supplementary listing of publications and presentations from earlier years that were issued in the HumRRO Professional Paper series during FY 1971. Part II is a cumulative listing of all material (except a few classified items) that has been published by HumRRO since its inception, including that published in FY 1971. Part III is a separate listing of research and development products and experimental materials. An appendix lists HumRRO reports in the numbered series according to both the current and earlier reporting categories, and papers in the numbered Professional Paper series. Three indexes are included: author, sponsor, and a keyword-out-of-context (KWOC) index. (Author/DB)

ED 060 441 AC 012 459

The Professional Staff Development Plans of Region IV.

Southern Regional Education Board, Atlanta, Ga.

Pub Date Oct 71

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Adult Educators, College Programs, Educational Planning, Inservice Teacher Education, Institutes (Training Programs), *Professional Continuing Education, Program Development, *Regional Programs, Seminars, *Staff Improvement, State Programs, Teacher Education, Universities, Workshops

Identifiers—Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

The State plans for professional staff development and training presented in this publication are those developed over a two-year period by eight Southeastern states participating in a cooperative regional project. The plans are indicative of the progress toward building institutionalized systems for training adult basic education personnel within each state. Training opportunities were increased, and adult education programs began or were expanded at 22 different colleges and universities. Teacher training institutes were held in six states and many were followed by regular in-service training. Workshops and seminars held in each state allowed all ABE personnel to attend at least one training program each year. A training system developed by all participants has made continuing staff development a regular feature of ABE in the Southeast. States involved in the regional project were: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. (DB)

ED 060 442 AC 012 461

Osborn, William C. And Others

Development of a Program of Instruction for WIN Employability Orientation. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Feb 72

Note—182p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Guides, Effective Teaching, Evaluation Methods, *Instructional Programs, Job Skills, *Labor Force Nonparticipants, Manpower Development, *Orientation Materials, Skill Development, Student Behavior, Teaching Techniques, Trainees, Training Objectives, *Vocational Aptitude, *Vocational Counseling

This report describes the development of a flexible model program of instruction that included curriculum elements, training objectives, instructional methods and procedures, and measures for evaluating both individual trainee needs and training achievement for Work Incentive Orientation Training. The research is part of an effort to prepare unemployed people for job entry. The instructional program covers 18 major areas of employability orientation; a small study of the effectiveness of training in one of the areas—vocational assessment—is reported herein. (Author)

ED 060 443 AC 012 462
Asian Regional Seminar on Polyvalent Adult Education Centre. The Shramik Vidyapeeth: An Evaluative Study of a Polyvalent Centre.

Ministry of Education and Social Welfare, New Delhi (India); United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Report No.—Agenda Pap-I-A
 Pub Date Sep 71

Note—21p.; Paper presented at Asian Regional Seminar on Polyvalent Adult Education Centre (Bombay, India, September 20-27, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Adult Education, Course Content, Curriculum Guides, *Educational Facilities, Educational Needs, Educational Planning, Evaluation Techniques, Factor Analysis, Interagency Cooperation, *Interdisciplinary Approach, Objectives, Organization, *Program Evaluation, Research, Role Perception, *Seminars, Teaching Techniques
 Identifiers—Asia, *India

An evaluative review of the Polyvalent Adult Education Centre in Bombay, India, is presented. Objectives of the evaluation include: (1) to assess the extent and type of planning undertaken by the Vidyapeeth in developing a polyvalent approach; and (2) to assess the extent of benefit obtained by the participants. Planning for a course of training began with identification of training needs. The courses devised were largely "non-technical" in nature. An analysis of the planning process with respect to the ten courses offered shows that where the courses were conceived of by the Vidyapeeth the cooperative agencies assumed on the whole a relatively passive role. In the planning stage, several factors were taken into account: (1) the level of the trainee, (2) the relationship of the syllabus to the life conditions of the trainee, and (3) a minimum size for the sub-units of a course. The assessment revealed that about half the courses were reasonably well organized and the other half were poorly organized. More careful planning is recommended. (CK)

ED 060 444 AC 012 463
Polyvalent Adult Education Centre: Concept and Description.

Ministry of Education and Social Welfare, New Delhi (India); United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Report No.—Agenda Pap-II
 Pub Date Sep 71

Note—14p.; Paper presented at Asian Regional Seminar on Polyvalent Adult Education Centre (Bombay, India, September 20-27, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Community Involvement, Concept Formation, Curriculum Design, *Educational Facilities, Educational Needs, *Educational Programs, *Interdisciplinary Approach, Job Analysis, *Laborers, Objectives, Organization, Part Time Teachers, Staff Orientation, Urban Areas
 Identifiers—*India

This paper attempts to describe the principles on which a Polyvalent Adult Education Center is based, its purposes, its functions, and organization, as well as its operations. It has been written with urban communities in mind. The point is made that the existing provisions for adult education are inadequate to meet the growing and diverse needs. The polyvalent approach to adult education is based on the following principles: (1) An adult worker's educational needs are multiple; (2) Educational opportunities should be available over the entire period of the worker's life; (3) The main emphasis in such education is on his "functionality"; and (4) Different educational subjects are usually given in an integrated and inter-dependent manner. Steps in planning the program include: (1) identification of objectives (2) identification of needs in the community and identification of groups that need education, (3) analysis of job requirements, (4) development of an integrated curriculum, and (5) selection and training of a part-time staff. (CK)

ED 060 445 AC 012 464
Polyvalent Adult Education Centre: Structure & Organisation (An Indian Experience).

Ministry of Education and Social Welfare, New Delhi (India); United Nations Educational,

Scientific, and Cultural Organization, Bangkok (Thailand).

Report No.—Agenda Pap-I
 Pub Date Sep 71

Note—43p.; Paper presented at Asian Regional Seminar on Polyvalent Adult Education Centres (Bombay, India, September 20-27, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Attitudes, Change Agents, Course Objectives, Developing Nations, *Educational Facilities, Educational Programs, *Interdisciplinary Approach, Knowledge Level, *Laborers, Learning Experience, Motivation, *Organization, Resource Materials, Skill Development, Technical Education, Urban Areas, Vocational Education
 Identifiers—*India

A descriptive account of the organization and working of the Shramik Vidyapeeth (Polyvalent Adult Education Centre) in Bombay, India, is presented. The purpose of the development of this center was to plan and develop integrated educational and training courses of various durations for workers and prospective workers. The centers were set up in urban areas for the following reasons: (1) Need for adult education was more conspicuous; (2) Material resources invested in the education of those employed or aspiring for employment will give quick results; (3) Motivation of the people to participate in these areas was considerably higher; and (4) Other elements and inputs necessary for the organization of education were considerably more favorable in urban areas. Objectives of the Centre include (1) enrichment of the lives of workers, (2) preparation of workers more adequately through general education for vocational and technical training, (3) improving their vocational skills and technical knowledge, and (4) developing in them the right perspective towards work. (CK)

ED 060 446 AC 012 465
Murphy, Con

National Adult Education Survey. Interim Report.

Ministry of Education, Dublin (Ireland).

Pub Date Apr 70

Note—130p.

Available from—Government Publications Sale Office, G.O.P. Arcade, Dublin 1, Ireland (six shillings)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, Adult Educators, Adult Farmer Education, Community Programs, *Curriculum Development, Disadvantaged Groups, Educational Needs, Extension Education, Functional Illiteracy, Home Visits, Leadership Training, *National Surveys, *Participant Characteristics, Rural Extension, Teacher Education, University Extension, *Vocational Education, Voluntary Agencies
 Identifiers—*Ireland

A survey of the needs of the community in the matter of adult education was conducted, and the type of permanent organization that should be set up to serve those needs was determined. Questionnaires, explanatory letters, leaflets, meetings, advertisements, and interviews were used to obtain data. The definition of adult education used was: it is all the educational activity engaged in by people who have broken with full-time continuous education. The survey results are discussed under the following chapter headings: General Needs; Informal Adult Education; Formal Adult Education; The Function of Voluntary Organisations; Personnel; Buildings and Accommodation; Other Media; Structure; Research; and Finance. Seven appendixes present: Percentage Response from Various Groups Invited to Make Submissions; A Directory of Agencies and Voluntary Bodies Engaged Directly or Indirectly in Adult Education; Industrial Relations; University College Galway, Extra-Mural Programme; The Kellogg Extension Centre, UCD; The Adult Educator; and Submissions Received. Recommendations of this interim report, which is intended only as a guideline include these: that vocational teachers should engage in extension work; that teachers and community leaders should make personal contact with adults who need education; that the training of voluntary leaders is of the highest importance. (DB)

ED 060 447 AC 012 466
Proceedings [of the] Second National Conference of State Medical Association Representatives on Continuing Medical Education, October 13-15, 1970.

American Medical Association, Chicago, Ill.

Pub Date Oct 70

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conferences, Evaluation, Financial Support, Institutes (Training Programs), Learning Motivation, Medical Associations, *Medical Education, *Physicians, *Professional Continuing Education, Program Content, *State Programs

The responsibility of organized medicine in the area of continuing education was the focus of this conference. Papers presented at the conference and summaries of workshop discussion groups comprise this document. The papers are: The Purpose of the Conference; Maintenance of Physician Competence; Motivation for Continuing Medical Education; Peer Review and Evaluation as Educational Tools; Regionalization and Continuing Medical Education; Continuing Medical Education—Issues and Answers; Developing and Teaching Faculty at Community Hospitals; Self-Assessment and the Professional Society; The Postgraduate Medical Institute Program in Continuing Medical Education; the MIST Program; Clinical Traineeships; and The Physical Profile Program for Continuing Medical Education. The workshops were on motivation, evaluation, organization and methods, financing, and the role of the State medical association in continuing medical education. A list of participants is provided. (DB)

ED 060 448 AC 012 467
Hills, Joan, Ed.

Engineering and Scientific Training Schemes, Including Industrial Awards for Degree Courses for Those Leaving School in 1972 and 1973.

Public Schools Appointments Bureau, London (England).

Pub Date 71

Note—117p.

Available from—The Public Schools Appointments Bureau, 17 Queen Street, Mayfair, London W1X 8BL, England (90pence)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Vocational Education, Apprenticeships, Armed Forces, Career Education, Degree Requirements, *Engineering Education, *Industrial Education, Professional Education, School Industry Relationship, *Science Education, *Technical Education, Trainees, Training Techniques, Work Study Programs, Young Adults

Identifiers—*England, Sandwich Training

This revised edition of a 1955 publication is designed to help those who have chosen careers in engineering or science, and in particular, those who wish to pursue their technical training in some association with industry on leaving school. The introduction discusses: changes in this edition; trends in sandwich training; industrial awards; how to qualify as an engineer (university entrance, CNAAs degrees, HND, the CEI Examination, and technicians), application to firms. Section 1, Students in Engineering and Science, lists firms in alphabetical order showing the products, the subjects in which they offer training, age limits, pattern of training, and availability of sponsorship at colleges. Section 2, Group Apprenticeships, discusses The Engineering Industries Group Apprenticeship and The Scottish Electrical Training Scheme. Section 3, Industrial Awards for Degree Courses, includes firms and other organizations offering full support (maintenance and fees, or salary) for students at university or polytechnic. Section 4, Training with the Armed Forces, presents engineering and science training schemes in the Army, the Royal Navy and the Royal Air Force. In Section 5, The Professional Institutions, The Council of Engineering Institutions, its constituent professional bodies, and the other main professional institutions in engineering and science fields are discussed. An index, bibliography, and glossary are provided. (DB)

ED 060 449 AC 012 468
Christiansen, John R. And Others

Background of the Study: Preliminary Report Number 1. Wisconsin County and District Fair Study.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Wisconsin Univ., Madison, Univ. Extension.

Report No.—Prelim-R-1

Pub Date 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*County Programs, Data Collection, *Educational Experience, Evaluation, *Expositions, Research, *Research Methodology, *Rural Farm Residents
Identifiers—*Wisconsin

The first of a series to be published about the Wisconsin County and District Fair Study, this report provides information concerning: (1) the origin and present status of fairs in the United States, and in Wisconsin particularly, (2) the need for the present study, (3) a review of results of other related studies, and (4) an overview of the methodology of the present study, and reports expected from it. The primary focus of the study is an evaluation of the educational function of fairs. (DB)

ED 060 450 AC 012 469

Christiansen, John R. And Others

Participation and Attitudes of Open and Junior Class Exhibitors; Preliminary Report Number 2. Wisconsin County and District Fair Study.
Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Wisconsin Univ., Madison, Univ. Extension.

Report No—Prelim-R-2

Pub Date 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Data Collection, *Educational Opportunities, Evaluation, *Expositions, Participant Characteristics, *Research, *Rural Farm Residents, *Social Factors, Teenagers, Young Adults

Identifiers—*Wisconsin

An evaluation of the educational impact of exhibiting at Wisconsin's county and district fairs is presented. To provide this evaluation, information was collected using mailed questionnaires from 263 Junior-Class and 198 Open-Class exhibitors. Data were obtained concerning social characteristics of exhibitors, exhibiting procedures and attitudes, and changes which might be needed at county and district fairs. Sixty-nine percent of the Junior exhibitors and 54 percent of the Open-Class exhibitors maintained that they had learned "much" or "very much" from their exhibiting experience. It is believed that important needs pertaining to education and social acceptance are met by exhibiting at county and district fairs. (DB)

ED 060 451 AC 012 470

Groot, Hans C. And Others

Participation and Attitudes of Judges, Educators and Youth Leaders; Preliminary Report Number 3. Wisconsin County and District Fair Study.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Wisconsin Univ., Madison, Univ. Extension.

Report No—Prelim-R-3

Pub Date 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *County Programs, Data Collection, Educational Quality, Evaluation, *Expositions, *Extension Agents, Questionnaires, Research, Rural Farm Residents, Social Factors, Tables (Data), *Vocational Agriculture Teachers, Volunteers, *Youth Leaders, Youth Programs
Identifiers—*Wisconsin

The basic objective of this study was to evaluate the educational value of fairs as perceived by Youth Leaders, Educators, and Fair Judges. The study sub-objectives were: (1) to provide a general description of the demographic characteristics of the groups surveyed; (2) to describe the nature and extent of their involvement in fair-related work; (3) to determine their evaluation of judging at fairs; (4) to determine the general evaluation of fairs and what might be done to improve them; and (5) to answer some questions about the state subsidy for County and District Fairs, and the possible consolidation of fairs. The five groups who were sent questionnaires were: Youth Leaders (voluntary leaders of 4-H clubs), Vocational Agriculture Teachers, 4-H Club Agents, County Agents, and Fair Judges. The data gathered suggest that county and district fairs fill important needs of the people in Wisconsin. County and district fairs were adjudged to fill not only educational needs, but social and vocational needs as well. The 4-H Club Agents appear

to be the most involved in fair work and Vocational Agriculture Teachers the least. An appendix presents tabulations of the questionnaire data. (DB)

ED 060 452 AC 012 471

Groot, Hans C. And Others

Participation Trends and Publicity; Preliminary Report Number 4. Wisconsin County and District Fair Study.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Wisconsin Univ., Madison, Univ. Extension.

Report No—Prelim-R-4

Pub Date 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance, *County Programs, Educational Opportunities, Evaluation, *Expositions, Newspapers, Participant Involvement, *Participation, *Publicize, State Aid, *Youth Opportunities
Identifiers—*Wisconsin

The fourth in a series of nine proposed reports on the evaluation of Wisconsin's County and District Fairs, this report has three objectives: (1) to study the relationship among various factors associated with fair and grandstand attendance, the number of exhibitors, and the amount of state aid fairs receive, as well as the amount they pay out in premiums; (2) to identify some of the changes that had taken place in fairs in the past decade or so, and to determine if some of these changes had kept pace with each other; and (3) to study the coverage fairs receive in the state's newspapers and to gather information on advertising expenditures. The results of the study suggest that if the decreasing trends of exhibitors and exhibits is not halted and reversed, then fairs as they are now known will soon be a thing of the past; this decline suggests a general weakening of the educational function and impact of fairs. Solutions offered are: (1) make fairs more youth oriented and involve youth in planning of fairs; (2) construct more multipurpose facilities for year-round use; and (3) consolidate or eliminate State support of some of the smaller, weaker or less successful fairs. (DB)

ED 060 453 AC 012 472

Christiansen, John R. And Others

Participation and Attitudes of Associate Members and Commercial Exhibitors; Preliminary Report Number 5. Wisconsin County and District Fair Study.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Wisconsin Univ., Madison, Univ. Extension.

Report No—Prelim-R-5

Pub Date 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Personnel, Attitudes, *County Programs, *Data Collection, *Educational Opportunities, Exhibits, *Expositions, Interviews, Participant Involvement, Questionnaires, State Programs, Youth Opportunities
Identifiers—*Wisconsin

Data were obtained on the activities and attitudes of 48 associate members and 229 commercial exhibitors at county and district fairs. Questionnaires and interviews were used to collect the data. Analysis of the data showed that most associate members had participated in more than one county or district fair in 1970, but less than one-fifth had participated in the Wisconsin State Fair. Commercial exhibitors had exhibits at only one county or district fair, and only 1 in 10 had participated at the state fair or at Farm Progress Days in 1970. The majority of both associate members and commercial exhibitors employed the equivalent of less than two full-time employees for fair work, but some employed the equivalent of 10 or more full-time employees throughout the year for fair work. About one-fifth of all respondents obtained at least 40% of their gross income from fairs. Slightly less than half of the commercial exhibitors spent \$250 or more to exhibit at the fairs. Most respondents maintained that elimination of the fairs would have a marked impact upon them. Slightly more than half of the respondents specified changes that they felt should be made to improve fairs—improving the facilities, organization, and administration. Implications of the study results are

that two main characteristics must be recognized: (1) fairs are composed of both local and non-local people, and (2) the motives of people involved in fairs may be altruistic or personal. (Author/DB)

ED 060 454 AC 012 473

Christiansen, John R. And Others

Participation and Attitudes of County Board Chairmen and Fair Secretaries; Preliminary Report Number 6. Wisconsin County and District Fair Study.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Wisconsin Univ., Madison, Univ. Extension.

Report No—Prelim-R-6

Pub Date 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Attitudes, Community Responsibility, *County Programs, *Educational Programs, *Expositions, Males, Middle Aged, Participant Involvement, Questionnaires, Rural Farm Residents, State Programs, *Youth Opportunities
Identifiers—*Wisconsin

Fifty-five county board chairmen and 69 fair secretaries responded to mailed questionnaires dealing with: (1) their own social characteristics, (2) ownership and operation of county and district fairs in Wisconsin, and (3) their opinions regarding desirable aspects and changes in these fairs. The social characteristics of county board chairmen and fair secretaries were similar. All of the board chairmen were males; 88% of the secretaries were males. The average ages were 57 and 52, respectively. Compared with other people in the state, board chairmen and fair secretaries were found to be relatively well educated generally. Most of both groups had attended more than one county or district fair, but had not attended the State Fair. Most fair operations represent a complex mix of public and private enterprise; the majority in the state are private. However, county governments usually own the land and are involved in the construction or upkeep of the fair buildings; they also make cash contributions to the fairs. The respondents wanted to have both junior and open-class exhibits at their fairs. Specific suggestions for making fairs more educationally valuable for young people included greater community support, improved programs, and greater involvement of the young people in planning and operating the fairs. (Author/DB)

ED 060 455 AC 012 482

Oakes, Imogene E.

Adult Education in the Public Education System, States Summaries, 1968-69 and 1969-70, Theory, Design, and Method for the Survey.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 8 Apr 72

Note—10p; Paper presented at the Adult Education Research Conference (Chicago, Ill., April 8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Boards of Education, Community Colleges, *Comparative Analysis, Data Analysis, Data Collection, Educational Objectives, *Enrollment Trends, Federal Programs, *Public Schools, Questionnaires, Research Methodology, Response Mode, School Systems, *Statistical Data, Surveys, Theories

The question, "How many people are enrolled in public school adult education?" is presented. The current survey on Adult Education in the Public Education System is one of several surveys. Adult education is defined here as "organized instruction to meet the unique needs of persons beyond compulsory school age who have interrupted or completed their formal full-time schooling." In this survey, each state was asked to complete separate forms for adult education administered by departments of education and for those by community colleges. A list of federally funded adult education programs was compiled for comparison purposes. Data requests were limited to two items: numbers of students and numbers of teachers. Respondents were asked to rate the adult education programs for which they provided data to indicate whether the purpose was primarily or secondarily for basic education, high school diploma, occupational training,

general or college subjects, or other. By a comparison of this survey with other surveys, figures are obtained. (CK)

ED 060 456 AC 012 483

Work, Leisure Time and Adult Education in Technically Advanced Industrial Countries.

European Centre for Leisure and Education, Prague (Czechoslovakia).

Report No.—Newsletter-8

Pub Date 72

Note—53p.; Paper presented at World Conference on Adult Education (3rd, Tokyo, Japan, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Comparative Analysis, *Developed Nations, Educational Needs, *Employment, *Leisure Time, Occupational Information, Standards, Technical Education, *Technological Advancement, Working Hours

Identifiers—*Czechoslovakia

An outline of the increasing amount of change required of modern man, specifically in Czechoslovakia, to cope with the demands of a rapidly advancing technology is presented. Consideration is given to leisure time, work requirements, and educational needs. (CK)

ED 060 457 AC 012 485

Continuation of Applying the Individually Prescribed Instruction System to ABE Programs in Nevada and Other Field Test Sites. Final Report.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 71

Grant—OEG-6-0-70-5161(324)

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Adult Basic Education, *Communication Skills, *Continuing Education Centers, Field Studies, *Individualized Instruction, *Instructional Systems, *Mathematics Instruction, Placement, Test Results

Identifiers—ILA, Individualized Learning for Adults, *Individualized Prescribed Instruction, IPI

This report consists of three documents: the report proper, the abstract, and appendices. The major objective of the project was to demonstrate the adaptability of the IPI System (Individually Prescribed Instruction) to the needs of ABE centers. This was accomplished by field testing the IPI program, modified for adults, in a number of ABE centers. The tests indicate that administrative and teacher training programs must be modified, and a variety of materials distribution and organizational models are needed to meet the requirements of the different ABE centers. The "streamlining" of the elementary program resulted in the new ILA (Individualized Learning for Adults) Mathematics Continuum, presented in five areas rather than 13; the average number of pages in a skill booklet has been reduced; and the Placement Testing procedures have been simplified. The program has also been broadened to include an Applications Area, and the upper level of all areas include topics to assist the student in preparing for the GED examination. The Reading program is being extended into a Communications Skills program. Data collected for the evaluation served four purposes: Description of the Field Test Sites; Evaluation of the Implementation of the IPI System; Program Content Modification; and Estimation of Student Gain. Results of the ILA Mathematics Achievement Test show that students do learn in the Adult-IPI system. (Author/DB)

ED 060 458 AC 012 486

Ruhig, Theodore F. And Others

Annual Report of the Commission on Manpower and Full Employment, State of Hawaii.

Hawaii State Commission on Manpower and Full Employment, Honolulu.

Pub Date Mar 72

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, *Community Colleges, Economic Development, Financial Support, Human Resources, *Manpower Development, Program Planning, *Skill Development, State Programs, *Technical Edu-

cation, *Vocational Education, Youth Programs

Identifiers—*Hawaii

Specific administrative and legislative steps are recommended for action by the government of the State of Hawaii. The recommendations are related to the following responsibilities of the State: (1) to promote occupational training and skill development programs appropriate to the State's needs and resources, (2) to encourage a program of useful research into the State's manpower requirements, development, and utilization, (3) to support and promote technological change in the interest of continued economic growth and improved well-being of the people, (4) to continue and adopt measures which will facilitate occupational adjustment and geographical mobility, and insure full employment, and (5) to explore and evaluate methods of sharing the cost of preventing and alleviating the adverse impact of change on displaced workers. Chapter I of the report presents the recommendations; Chapter II concerns Manpower Requirements. Chapter III is a Current Inventory of Resources. The Comprehensive Manpower Planning Process is discussed in Chapter IV, and Chapter V presents a Review of Activities. (DB)

ED 060 459 AC 012 487

Southeastern Region Adult Basic Education Staff Development Project. Second Year Report 1970-1971.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Adult Educators, *College Curriculum, Credit Courses, Curriculum Development, Graduate Study, Higher Education, Inservice Programs, Institutes (Training Programs), Instructional Materials, Professional Training, Program Planning, *Regional Programs, Seminars, *State Programs, *Teacher Education, Undergraduate Study, Universities, Workshops

Identifiers—*Southeastern Region

Progress made during the second year of the Adult Basic Education Staff Development Project of the Southern Regional Education Board is reported. Growth shown in the six major areas of activity established during the first year was as follows: (1) State Departments of Education In-Service Leadership activities strengthened the roles of the state director and his staff in planning and utilizing staff development resources; (2) The Higher Education Capabilities activity involved at least two institutions in each state to provide pre- and in-service adult and adult basic education training through graduate and undergraduate courses and graduate degree programs; (3) The Local In-Service Capability program facilitated the training of local program personnel and assisted supervisors in establishing appropriate sequences for seminars and workshops to foster professional development among staff members; (4) The Continuing Consultant program enabled college and university instructors to visit and assist local ABE programs, which helped influence curriculum changes; (5) Regional Seminars provided an opportunity for state department of education, higher educational, and local program personnel to meet with their counterparts from other states to discuss training problems and needs; and (6) The Technical Services program provided the region with expertise and specialized materials. The report is comprised of four chapters and six appendices. (Author/DB)

ED 060 460 AC 012 488

[Southeastern Region Adult Basic Education Staff Development Project]; Proceedings of the Evaluation Seminar Held June 5, 6, 1970 in Atlanta, Georgia; [Technical Services Program].

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 9 Jun 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Educators, Conference Reports, *Evaluation Techniques, Professional Personnel, Program Evaluation, Seminars, *Staff Improvement, *State Programs, *Summer Institutes, Workshops

Identifiers—*Southeastern Region

Materials produced following a seminar held on the orientation to educational evaluation, conducted for ABE Summer Institute directors and allied staff, are provided. This material relates to common perspectives for effective evaluation that can become part of the evaluation methodology used by the summer institute directors. The planning for the two-day instructional session, the workshop program, an overview of evaluation, a hypothetical evaluation exercise, and material developed are presented in the proceedings. Attachments are: (1) Overall Reaction to the Evaluation Workshop; (2) Seminar Individual Information Sheet; (3) Seminar Cognitive Information Inventory; (4) Sample Items Developed by Seminar Group—Personal Data Inventory, Participant Input, Director Input; and (5) List of Seminar Participants. (DB)

ED 060 461 AC 012 489

USDA Consumer Education Materials for Wise Food Shopping and Nutritious Meal Planning.

Department of Agriculture, New York, N.Y. Consumer and Marketing Service.

Pub Date [71]

Note—34p.

Available from—Information Division, Consumer and Marketing Service, USDA, 26 Federal Plaza, Rm 1653, New York, N.Y. 10007

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies,

*Bibliographies, Budgeting, *Consumer Education, Disadvantaged Groups, Exhibits, Family Management, Films, Food Standards, Home Economics Teachers, *Homemaking Education, Instructional Materials, *Nutrition Instruction, Periodicals, Public Affairs Education, Publications

The educational materials and services listed in this bibliography include "something for everybody"—from pre-schoolers to the elderly—for those in school, in adult training programs, and in the home, and for those who instruct them. Included are lists of publications covering such topics as: donated foods, food stamps, child nutrition, and food inspection and grading; posters; periodicals of special interest to food advisors and home economists; a limited number of films that are consumer-oriented; and exhibits available for consumer education classes, and meetings. Nutritionists, home economists, teachers and others who work toward the goal of educating the consumer to be more knowledgeable about food and its role in better living are invited to make use of these materials. Provided are indices by title and by numerical series. (Author/LS)

ED 060 462 AC 012 490

Easley, Edgar M.

Findings of a Drop-Out Prevention Study of the Spartanburg City Schools and Resultant Recommendations. Final Report.

CEC/Communication and Education Services, Inc.; Spartanburg County School District 7, S.C.

Pub Date 1 Oct 71

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Curriculum Design, *Dropout Prevention, Educational Change, Educational Programs, *Educational Research, Elementary Schools, *Elementary School Students, *Feedback, High Schools, Junior High Schools, Learning Difficulties, Organization, Preschool Children, Problem Solving, *Secondary School Students, Standards, Teaching Methods, Vocational Education

Identifiers—South Carolina, *Spartanburg

A study representing a new level of involvement in the problem of dropout prevention is presented. The point is made that a dropout generally is a person who does not see his public education as related to his particular needs or goals. Recommendations of the study are: (1) Establish a regularized school-community input and feedback system to enable parents, students and community persons to provide both input and feedback related to curriculum and teaching methodologies; (2) Institute a comprehensive and coordinated pre-school program to diagnose, remediate, and alleviate learning difficulties in pre-school children; (3) Provide experiences to ease the transition from elementary to junior high schools; (4) Introduce added vocational majors and courses into the high school and added academic offerings into the vocational school; (5)

Establish a comprehensive Secondary Academy and Adult Education Center to afford opportunities for students 17 years of age or older to attend classes that would earn high school credit; and (6) Change the class organization for the junior and senior high schools to allow small groups of students to progress throughout their secondary school program with the same home room teacher, core-subject teachers and the same counselor. (Author/CK)

ED 060 463 AC 012 491
Report of an Experimental Demonstration Project on Prenatal Education of Expectant Mothers Living in a Lower Socioeconomic Urban Area.

Milwaukee Health Dept., Wis.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date [67]

Note—126p.

Available from—Community Health, Health Sciences Unit, University Extension, The University of Wisconsin, Civic Center, 600 West Kilbourn Avenue, Milwaukee, Wisc. 53203 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, Attendance Patterns, Child Care, Comparative Analysis, Data Analysis, *Demonstration Projects, *Educational Programs, Environmental Influences, Experimental Programs, Interviews, Mothers, Objectives, *Pregnancy, *Prenatal Influences, Socioeconomic Status, Time Factors (Learning), *Urban Areas

A project which attempted to answer the question whether pregnant women from the inner city would attend prenatal classes is discussed. Specific purposes of the project were: (1) to find a way to obtain and retain attendance at prenatal classes of expectant mothers who live in low socioeconomic urban areas, (2) to identify factors affecting their attendance at the classes, and (3) to provide comparative data on the expectant mothers who attended the classes and on others from the same area who knew about the classes but did not attend. A series of prenatal classes was developed, consisting of seven classes to be held at weekly intervals. Each class lasted approximately one and a half hours. Interviews were conducted with all expectant mothers who attended the classes to obtain health and socioeconomic information. Findings of the project include: (1) Expectant mothers who live in lower socioeconomic urban areas will attend prenatal classes; (2) The most desirable site for the classes proved to be a hospital located near the mothers' homes, and the best time to hold meetings was in the evening; and (3) Health practices of expectant mothers who attended the classes were better than those of expectant mothers who did not attend. (Author/CK)

ED 060 464 AC 012 492
Family Life: Literature and Films. An Annotated Bibliography. [Fourth Revised Edition].

Minnesota Council on Family Relations, Minneapolis.

Pub Date 71

Note—204p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adolescence, American Culture, *Annotated Bibliographies, Audiovisual Aids, Bibliographies, Books, Family (Sociological Unit), *Family Life, *Family Life Education, *Films, Marriage, Middle Aged, Older Adults, Pamphlets, Parent Child Relationship, Periodicals, *Publications, Sex Education, Sexuality, Social Problems

This revised edition of "Family Life: Literature and Films," first published in 1951, is the fourth revision of the annotated bibliography. It contains some of the old but useful materials, as well as the new and innovative. The material is presented under the following topic headings: I. The American Family: Theoretical, Historical, and Subcultural Perspectives; II. Human Sexuality and Sex Education; III. Adolescence; IV. Looking Toward Marriage; V. Married Living; VI. Parent-Child Relationships; VII. Middle and Later Years; VIII. Family Life Education: Philosophy and Methodology; IX. Social Problems. Publishers and Sources for Materials are listed with addresses. An author index is provided. (DB)

ED 060 465

Pitzer, Ronald L., Ed.

Family Life: Literature and Films. An Annotated Bibliography. Supplement to Fourth Revision.

Minnesota Council on Family Relations, Minneapolis.

Pub Date 71

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, American Culture, *Annotated Bibliographies, Audiovisual Aids, Bibliographies, Books, Child Development, Family (Sociological Unit), *Family Life, *Family Life Education, *Films, Marriage, Older Adults, Pamphlets, Parent Child Relationship, Parents, Periodicals, *Publications, Sex Education, Sexuality, Social Problems, Youth

This supplement to the fourth edition of "Family Life Literature and Films: An Annotated Bibliography" includes materials produced since the publication of the fourth edition (see AC 012 492). The materials are listed under nine topic headings, as follows: I. The American Family: Theoretical, Historical, and Subcultural Perspectives; II. Human Sexuality and Sex Education; III. Adolescence and Youth; IV. Looking Toward Marriage; V. Married Living; VI. Child Development and Parenthood; VII. Middle and Later Years; VIII. Family Life Education: Philosophy and Methodology; and IX. Social Problems and the Family. Publishers and Sources of Materials are listed with addresses, and an author index is provided. (DB)

AC 012 493

CG

ED 060 466

Baron, Robert S.

Anonymity, Deindividuation and Aggression.

Iowa Univ., Iowa City.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [69]

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Aggression, Anti Social Behavior, Behavior, Empathy, *Hostility, Personality, *Personality Studies, *Reactive Behavior

Several writers suggest that reducing one's sense of individuality reduces social restraints. The author suggests that the effect of uniformity of appearance on aggression is unclear when anonymity is held constant. This poses a problem of interpretation given that a distinction must be made between lack of individuality and anonymity. One must hold anonymity constant if one is to generate support for the notion that lack of individuality reduces social restraints. The present research addresses this problem. Subjects, ostensibly participating in an empathy study, were asked to administer a stressful noise to a victim engaged in a learning task. Subjects were encouraged to aggress on each of 20 trials. Results showed that "hooded" subjects aggressed with significantly lower latencies than nametag subjects; and in the nonvisible cells, hooded subjects had significantly longer latencies than nametag subjects. It was concluded that the degree of anonymity provided to a subject affects perception of aggression severity. (Author/RK)

ED 060 467

Miller, Norman Baron, Robert S.

On Measuring Counterarguing.

Iowa Univ., Iowa City; University of Southern California, Los Angeles.

Pub Date Apr 71

Note—17p.; Paper presented at Eastern Psychological Association convention, New York, N. Y., April 15-17, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Behavior, Beliefs, *Changing Attitudes, Cognitive Measurement, *Communication Skills, *Persuasive Discourse, *Verbal Ability

The discussion outlines a number of complex problems in both measuring counterarguing and establishing its causal role in the persuasion process. The authors emphasize that given these limitations, data from measures cannot at this point clearly establish the validity of theoretical positions that emphasize counterarguing as an in-

tervening concept. When responses on the measure correspond to various other elements in the nomological net in a prediction fashion, however, there will be more confidence in the theory and in the measure than if the predicted relationship fails to occur. The authors further found that the utility of counterargument measures inheres not so much in settings where the predicted outcome is obtained but rather in the opposite. The authors conclude that although measuring counterarguing presents complex problems that resist solution, research should continue. Attitude change theorists should note the fallibility of such measures and remain cautious when using data from them to substantiate a theoretical position. (RK)

ED 060 468

Payne, Paul A.

A Reconsideration of Empathy in Counselor Effectiveness.

Cincinnati Univ., Ohio.

Pub Date Apr 71

Note—15p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Counseling Effectiveness, *Counselor Attitudes, Counselor Characteristics, *Counselor Performance, Counselor Role, Counselors, *Emotional Response, *Empathy

As a characteristic which is most important for counselor effectiveness, the concept of empathy has long held a central position. The author uses this rationale as the main reason for his commentary on the value of empathy in counseling effectiveness. The author suggests that if counselors are convinced of the importance of empathy, 2 types of practical questions should be raised. The first concerns the learning of empathy and the unbiased assessment of one's own level of empathy in interviews. The other concerns the adequacy of counselor empathy to produce the desired change in the client. The author also discusses empathy from the viewpoint of learning theorists and provides some implications from this viewpoint. Finally, the author provides some discussion regarding the importance of empathy in the overall plan of treatment. The author concludes by suggesting that more refined definitions as well as more precise measurement of empathy's effects must be developed. (RK)

ED 060 469

Russo, Nancy F.

Sex and Race Differences in Attitudes Toward Sex Role Behaviors.

City Univ. of New York, N.Y. Richmond Coll.

Spons Agency—American Institutes for Research (CRESS), Kensington, Md.

Pub Date Sep 71

Note—15p.; Paper presented at American Psychological Association convention, Washington, D. C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Family Role, Females, Males, Marriage, *Parent Role, Perception, *Racial Attitudes, *Role Conflict, *Role Perception

This paper reports on some recent data which deal with attitudes toward sex role as held by male and female, black and white college students. Its purpose is to describe rather than to test hypotheses, but some general conclusions can be drawn from the results. The data were obtained from the questionnaire responses of 300 college students attending Howard and American Universities in Washington. The results support several general conclusions: (1) With respect to the effects of sex and race on the criterion variables of interest, evidence suggests the prevalence of a "cultural lag" in egalitarianism among males as compared with females. Although blacks are more traditional as measured by the Role Conception Inventory, when it comes to personal preferences, race has little effect and blacks are not more traditional than whites; (2) Attitudes toward housework and child care remain relatively traditional for the 4 groups while attitudes toward what could be called career related categories are relatively more liberal, especially on the part of white females. (RK)

ED 060 470

Tangri, Sandra Schwartz

Occupational Aspirations and Experiences of College Women.

CG 006 852

Department of Labor, Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date 4 Sep 71

Note—7p.; Paper presented at Annual meeting of American Psychological Association, Washington, D.C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Females, *Occupational Aspiration, *Role Perception, Self Actualization, *Vocational Interests, *Working Women
Identifiers—Semantic Differential Test

This paper discusses women who enter male-dominated professions, so-called "Role Innovators", and some of the personality and background characteristics of these women. Findings include that (1) Role-Innovators' mothers were more likely to be working and to have Role-Innovative professions themselves; although the daughters' aspirations and commitments were greater than their mothers'; (2) for Role-Innovators, the Motive to Avoid Success (Horner, 1968) was significantly and negatively related to the importance given to having opportunities for leadership in choosing one's occupation, suggesting that embarrassment over prominence, particularly among male colleagues, is a major source of Fear Success anxiety, rather than success per se; (3) in the self-descriptions on the Semantic Differential and in their reasons for choosing an occupation, Role-Innovators appear more individualistic, less conventional, more intellectual, and have more conflict over combining a career and marriage; and (4) Traditionals derive less satisfaction than Role-Innovators from their co-workers and much more of their job satisfaction from the salary and convenience of hours or location. (TA)

ED 060 471 CG 006 854

Turner, Barbara F.

Perception of the Occupational Opportunity Structure and Socialization to Achievement as Related to Sex and Race.

Massachusetts Univ., Amherst.

Pub Date Apr 71

Note—8p.; Paper presented at Eastern Psychological Association Annual Meeting (42nd, New York, N. Y., April 15-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discriminatory Attitudes (Social), Individual Differences, Racial Differences, *Racial Discrimination, *Sex Differences, *Working Women

This study investigated the relationship of race and sex to college students' perceptions of occupational discrimination against blacks and against women. Blacks perceived more discrimination against black people than did whites. Black females perceived more discrimination against women than did either black males or white males. White females, however, perceived less discrimination against women than did either black males or white males. The results are interpreted in terms of the differential socialization for achievement by sex reported by blacks and whites. (Author)

ED 060 472 CG 006 855

Wood, Michael T.

Some Determinants and Consequences of Power Distribution in Decision-Making Groups.

Ohio State Univ., Columbus.

Pub Date 7 Sep 71

Note—25p.; Paper presented at American Psychological Association convention, Washington, D. C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, *Group Dynamics, Group Relations, Group Structure, Motivation, Organizations (Groups), *Participant Involvement, *Power Structure, *Social Organizations

This dissertation address concerns the distribution of influence in decision-making groups. One general hypothesis of the study was that influence perceptions of group members depend upon the phases of decision-making in which they participate. Another was that the effects of participation would vary with the nature of the decision task or with issues to be resolved. Referencing the size of the "influence pie", total intragroup influence was predicted to be greater in facilitative than in contrastive conditions. Finally, the relationships between perceived influence and satisfaction, and between participation and satisfaction, were seen to be dependent on individual differences in power and affiliation

motivation. The summary includes that (1) a viable theory of power in organizations must take into account differences in organizational situations and the characteristics of individuals who perform organizational roles. For example, sex was found to determine perceptions of influence in varying participative settings; and (2) interpersonal power in a group or organizational setting is conceived of as an intervening process outcome, rather than a structural given or a terminal effect. (TA)

ED 060 473 CG 006 914

Dvorak, Edward J. Rupprecht, Paul

Nonmedical Drug Use among University Students - 1967-1970.

Minnesota Univ., Minneapolis.

Pub Date [71]

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Drug Abuse, *Marihuana, *Narcotics, Student Behavior, *Student Research, Students

This report is a summary of a longitudinal study of nonmedical drug use among university students which was carried out by members of the staff of the University of Minnesota Health Service. The study was conducted in 2 phases. The subjects in the first phase of the study were students who registered for the first time at the University of Minnesota in the fall of 1967. This first study determined the scope of the problem among entering students; succeeding investigations studied this group—minus dropouts plus transfer students—as it progressed through 4 years at the University. The 2nd investigation, that of the nonmedical drug use among college student psychiatric patients, was carried out concomitantly with the first investigation. The results of the study suggest that typical drug users: (1) may be male or female; (2) primarily smoke marijuana alone or in combination with drugs about once a week; (3) use drugs mainly out of curiosity; (4) are nonreligious; and (5) are enrolled primarily in the general college and earn grades as good as those of nonusers. (RK)

ED 060 474 CG 006 925

Kelly, James G.

The Socialization of Competence as an Ecological Problem.

Michigan Univ., Ann Arbor.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 6 Sep 71

Note—20p.; Paper presented at American Psychological Association Annual Meeting (79th, Washington, D. C., September 3-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Action Research, *Ecological Factors, Environmental Influences, *High School Students, *Individual Development, *Interpersonal Competence, Social Environment, Social Influences, *Socialization

This address focuses on socialization, those processes specific to social settings which affect how persons learn to adapt to that particular setting, and the roles persons perform as they adapt to a setting. An ecological perspective is used, in which any change in the behavior of persons affects the style of living of the environment, just as changes in the operation of the social environment affect the lives of individuals. Two high school environments are being studied, longitudinally, for consequences for the students of the 2 demographically similar yet socially distinct schools. To date, the ecological thesis affirms that personal development can be accomplished if criteria for the socialization of competences are met. These include: (1) a diversity of formal and informal settings to encourage social interaction; (2) a variety of informal roles in the social environment to allow for spontaneous help-giving and for personal interactions across divergent roles; and (3) valuing varied competences and people who contribute these competences to the larger competences to the larger community. (TA)

ED 060 475 CG 006 929

Maloney, W. Paul

A Summary and Analysis of Group Counseling Research in Higher Education.

Fairfield Univ., Conn.

Pub Date [71]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Effectiveness, Counselor Evaluation, *Group Counseling, *Group Experience, *Group Guidance, Groups, *Higher Education, Research

The purpose of this study is to summarize and analyze the reported experimental research on group counseling in higher education between 1955 and 1967. The research is summarized and analyzed in terms of the problems, hypotheses, samples, treatments, measurements, analyses, and results. Thirty-one studies are evaluated. The findings suggest that, in general, the research in group counseling is not disciplined, controlled research. The mixed and conflicting results of the research are indicative of the methods and procedures utilized in the studies. The research neither proves nor disproves the usefulness of group counseling in improving academic achievement, changing attitudes, or modifying personality variables. Other problems found relate to: (1) lack of adherence to the experimental design employed; (2) lack of specifically stated hypotheses or the failure to adhere to the hypotheses in the course of the study; (3) failure to delineate treatments with hypotheses; and (4) failure to use adequate samples and criteria measurements. Recommendations for improvement in future research are also offered. (RK)

ED 060 476 CG 006 937

Simmons, Joyce T. Wasik, Barbara

Small Group Contingencies and Special Activity Times Used to Manage Behavior in a First Grade Classroom.

North Carolina Univ., Chapel Hill.

Pub Date Sep 71

Note—17p.; Paper presented at American Psychological Association Meetings, Washington, D. C., September 3-7, 1971

Available from—Barbara Wasik, School of Education, Univ. of North Carolina, Chapel Hill, N. C. 27514

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Behavior Change, Classroom Environment, *Classroom Research, *Grade 1, Individualized Instruction, Peer Teaching, *Small Group Instruction

Management procedures were successfully employed to decrease the frequency of first grade children leaving small instructional centers. To decrease the out-of-center behavior, access to a 30-minute special activity time was made available to different groups as a function of everyone remaining within his group instructional center. One occurrence of out-of-center behavior resulted in a cost of 10 minutes of special activity time for the children in that center. The frequency of out-of-center behaviors quickly decreased from baseline 1 to the modification 1 condition, increased when the modification condition was removed, and decreased again in modification 11. Observations made on the percent of the children's appropriate social and academic behaviors showed increases during the modification conditions. Also, the time the teacher spent in responding to inappropriate behavior decreased and the time spent in instruction increased during the modification conditions. (Author)

ED 060 477 CG 006 943

Marihuana and Health: A Report to Congress from the Secretary, U. S. Department of Health Education and Welfare.

National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Mar 71

Note—100p.; Committee print prepared for the Subcommittee on Alcoholism and Narcotics of the Senate Committee on Labor and Public Welfare, 92nd Congress, 1st Session

Available from—U. S. Government Printing Office, Washington, D. C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Drug Abuse, Drug Addiction, *Drug Education, *Health Education, *Marihuana, *Scientific Research

This report to congress is designed to summarize the current status of our knowledge of the health consequences of the use of marihuana, that is, not only the effects of the drug on the individual's physical and psychological health, but also the effects of marihuana use on the society as a whole. Certainly, our knowledge of marihuana and health is at present incomplete and fragmentary. Marihuana is not a single, simple substance of uniform type; rather, it consists of varying mixtures of different parts of the plant, Cannabis

Sativa. The route of absorption may make a significant difference in the consequences of use. Other areas explored in the report include: (1) subjective effects; (2) physiological effects of acute marijuana use; (3) acute psychotic episodes; (4) intellectual and motor performance; (5) marijuana and birth defects; (6) effects of long-term chronic use; (7) marijuana and the use of other drugs; and (8) future research directions. (TA)

ED 060 478 CG 006 952

Interface on Learning: Developing Behavioral Objectives.

Ohio Education Association, Columbus.

Pub Date [70]

Note—53p.

Available from—Ohio Education Association, Columbus, Ohio (single copy — \$1.00, 2-9 copies — \$0.90 each, 10-100 copies — \$0.70 each, over 100 copies — \$0.50 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Course Objectives, Criterion Referenced Tests, *Evaluation Criteria, *Performance Specifications, *Student Behavior

This booklet was developed in response to Ohio Education Association members' concern in developing behavioral objectives. It characterizes well-formulated behavioral objectives as: (1) stated in precise language that clearly defines the behavior; (2) establishing a performance or behavior expectancy level; (3) describing the conditions under which the behavior is to be observed, tested, or judged; and (4) containing performance standards that can be applied in determining whether or not the student can act, perform, or behave at an established level of proficiency. Also included are articles comprising sections on (1) Behavioral Objectives: A Close Look; (2) The Instructional Objectives Exchange: New Support for Criterion-Referenced Instruction; (3) The Behaviorally Oriented School; (4) A Place for Behavioral Objectives in American Education; (5) Potential Uses of Instructional Objectives Exchange; (6) Probing the Validity of Arguments Against Behavioral Goals; and (7) Operational Objectives and In-Service Education. (TA)

ED 060 479 CG 006 977

McNary, Shirley R.

The Relationships Between Certain Teacher Characteristics and Achievement and Creativity of Gifted Elementary School Students.

Syracuse Univ., N.Y.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Bureau No—BR-5-8056

Pub Date 30 Apr 67

Contract—OEC-5-10-399

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Convergent Thinking, *Divergent Thinking, *Elementary School Students, *Gifted, Intelligence Quotient, *Teacher Characteristics

Identifiers—California Test Of Mental Maturity, Sequential Test Of Educational Progress, The 16 Personality Factor Questionnaire

This study examined the relationships between certain teacher characteristics and changes manifested by gifted elementary students in convergent and divergent thinking areas. It was assumed that teachers' intellectual ability, personality and personal experience were the most influential variables affecting pupil growth. Conclusions showed that (1) teacher characteristics do influence significantly the growth of fourth, fifth, and sixth grade self-contained classes with a mean I.Q. of 120 or better; (2) no single teacher characteristic was significantly related to all areas of convergent and divergent growth in the children's scores than were the other variables studied; (4) in general, the teacher who appeared to have most significantly influenced growth in the divergent areas were emotionally mature, energetic, persistent, friendly, and without a crystallized compulsive pattern for attaining social approval; and (5) in general, the teacher who appeared to have most significantly influenced growth in the convergent area was submissive, dependent, cheerful, alert, not a staunch guardian of morals and manners with a natural warmth and liking for people. (TA)

ED 060 480

Tiedeman, David V.

The Information System for Vocational Decisions: Description, Subsequent Development, and Implications. Information System for Vocational Decision. Project Report No. 16b.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1819

Pub Date Jul 68

Grant—OEG-1-6-061819-2240

Note—50p.; Part 2 of this paper was presented at the Symposium of Perspective on Vocational Development, Washington University and the Central Midwestern Regional Laboratory, Inc., St. Louis, Missouri, 30-31 July 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, *Computer Oriented Programs, Educational Technology, *Information Systems, *Information Theory, Occupational Information

The author provides a rationale for the computer making a great impact in the area of vocational counseling. He suggests the Information System for Vocational Decisions (ISVD) and recommends a process whereby data about educational, military, and vocational opportunities are turned by each inquirer into information about a personally-determined career. The data are primarily like the files of abstracts created by Educational Research Information Centers (ERIC) system. The system guides the inquirer through personal interaction with the data files. In order to check, evaluate, and encourage understanding a computer control function called Monitor is further explained. Monitor operates at various levels of awareness related to different stages of exercising personal responsibility during the decision-making uses of the ISVD. Implications for counseling include becoming familiar with computerized guidance information systems, their potential for improved guidance services by bringing facts and data and their scientific processing directly to the inquirer as well as the means of economically making them feasible within one's own institution. (MA)

ED 060 481 CG 006 987

Occupational Awareness in the Urban Middle School. A Vocational Guidance Institute, September, 1969 to May, 1970. Occupational Awareness in the Urban Middle School. A Vocational Guidance Institute, September, 1970 to May, 1971.

Ford Foundation, New York, N.Y.

Spons Agency—Department of Labor, Washington, D.C.; National Alliance of Businessmen, Washington, D.C.

Pub Date 71

Note—464p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Community Resources, Employment Opportunities, *Evaluation Techniques, *Institutes (Training Programs), *Middle Schools, Minority Groups, *Occupational Guidance, Occupational Information, Occupations, Resource Materials

These two compendia compile information on a vocational guidance institute, occupational awareness in the urban middle school, for the periods September, 1969 to May, 1970 and September, 1970 to May, 1971. The long range objectives of the program were to improve or develop: (1) Knowledge of the world of work in the metropolitan area; (2) Information about resources available through business and industry, e.g., speakers, field trips, materials; (3) Knowledge about the needs of urban middle school children for "Occupational Awareness"; (4) Attitudes of sensitivity toward specific needs of minority groups within the urban setting; (5) Specific techniques and materials for promoting occupational awareness in both the counseling and classroom settings; (6) Skill in evaluating the effectiveness or the procedures developed for promoting occupational awareness; and (7) more effective communication with university and business-industry personnel in order to identify the specific tasks needed by these three groups to promote optimum career development for the urban middle school child. (Author/TA)

CG 006 984

ED 060 482

Myers, Roger A. And Others

Preliminary RReport: Assessment of the First Year of Use of the Educational and Career Exploration System in Secondary Schools of Genesee County, Michigan.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 30 Sep 71

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Choice, *Career Education, *Career Planning, Careers, *Occupational Choice, Occupations

This report presents the results of a first phase evaluation of an expanded project of the ECES program. In its present configuration ECES contains three sections; (1) occupations-400 occupations representing many fields and levels, (2) majors-300 post-high school, college, and other training programs, and (3) charts-which summarize and compare information about the student and his explorations. The following findings were reported: (1) in urban schools students who used ECES improved more than non-users in their awareness of potential occupational resources available to them; (2) Female students improved more than male students on the quality of their decision making and the amount of decision making information they possessed; (3) White students improved more than black students in their awareness of and use of resources for exploration. Black students, however, improved more than white students in quality of decision making and in the amount of information possessed; (4) Students from rural schools showed slightly more improvement in quality of decision making and in amount of information possessed than did suburban and urban students; and (5) the type of counselor training received by a student's counselor was not related to improvement in Vocational Maturity. (RK)

ED 060 483 CG 006 999

Guidance Curriculum Guide: Career Development Intermediate Level.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date 71

Note—274p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Classroom Guidance Programs, *Counseling Programs, *Curriculum Guides, *Elementary School Guidance, Guidance Counseling, Guidance Programs, Guidance Services

This Curriculum Guide for Guidance is an attempt to provide a structure for a Sequential instructional and information system in guidance. Upon implementation of these aspects of the guidance and counseling program within the school setting, individualized attention can be given to each student in meeting his unique needs, relating the acquired knowledge to his particular problems and plans, as well as filling the gaps with additional supportive assistance. This guide is designed specifically for the intermediate grades and provides guidance knowledge content in the areas of self-appraisal, occupational explorations, and educational planning. A curriculum task force has taken these three instructional areas and developed them into learning packets to meet the need for individualization of instruction. Each packet identifies a key idea to be learned along with a learning objective written in behavioral terms. Learning activities are suggested to the student for attainment of the objective. Outlines for discussion topics and group activities are also provided for the teacher. (RK)

ED 060 484 CG 007 000

The Student's Day in Court: Review of 1970. An Annual Compilation.

National Education Association, Washington, D.C. Research Div.

Report No—RR-1971-R8

Pub Date 71

Note—108p.; School Law Series

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Admission (School), Attendance, *Court Cases, *Court Litigation, Delinquency, Dress Codes, Due Process, *Juvenile Courts, *School Law, Schools, Student Rights, Students

This report contains digests of 171 of 265 court decisions concerning students which were compiled from court decisions published in the

National Reporter System during the calendar year 1970. The decisions on school desegregation and permissible length of male students' hair have been reported here on a selective basis because of the volume and the number of repetitive issues. Those desegregation cases and hair style cases for which digests do not appear are listed by name and citation under the major issue or principle involved. The 171 decisions digested in this compilation are from 39 states and the District of Columbia and are primarily of a civil nature. The case digests are classified under seven headings: (1) Admission and attendance, (2) School desegregation, (3) Student discipline, (4) Student injury, (5) religion/sectarian education, (6) transportation, and (7) miscellaneous. (Author/RK)

ED 060 485

CG 007 007

Brown, William F.
Student-to-Student Study Skills Counseling as an Effective Guidance Procedure.

Southwest Texas State Coll., San Marcos.

Pub Date 20 Dec 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Academic Performance, *College Students, *Counseling Goals, *Counseling Instructional Programs, Counseling Services

This presentation discusses student-to-student academic adjustment counseling, presently employed and initiated at Southwest Texas State University. Since available research results indicate the conventional pre-college orientation program is not meeting the academic adjustment needs of beginning freshmen, Southwest Texas designed a program utilizing a team of peer counselors and including the following essential elements: (1) formulation of meaningful peer counseling goals; (2) development of informed peer counseling support; (3) delineation of realistic peer counseling activities; (4) provision of adequate peer counseling facilities; (5) selection and training of peer counseling personnel; (6) coordination of peer counseling activities; and (7) evaluation and revision of peer counseling effort. Essential to its adoption on other college campuses are four essential characteristics: (1) it is economical in financial and personnel costs; (2) it is acceptable to both students and faculty; (3) it is effective in both study behavior and improvement in grade average; and (4) it is practical as regards necessary facilities and required supervision. (Author/TA)

ED 060 486

CG 007 008

Burks, Herbert M., Jr. And Others
Preparing Counselors for the College Placement Service: A Training Manual.

Virginia Univ., Charlottesville.

Spons Agency—Esso Education Foundation.

Pub Date 71

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Placement, *Decision Making, *Group Counseling, *Individual Counseling, *Manuals, Vocational Counseling

This training manual resulted from a project whose purposes were to demonstrate: (1) the feasibility of providing career counseling by specially trained graduate assistants as part of the college placement service; and (2) that such counseling can be provided as effectively and more efficiently in a group setting than in a one-to-one setting. Part I describes the rationale and utility of the Systematic Counseling model. Part II describes the resources and organizational format for the training program, including physical facilities, staff, materials, equipment, and time format. Part III, the major part of the manual, gives a day-by-day description of the 5 day instructional program. Part IV contains a description of the outcomes of the training program as perceived by both trainee and staff. The manual concludes with separate lists of references for each of the major content areas: college placement, individual counseling, and group counseling. Distinctions are made between references sent to the trainee for advance reading and those made available during the training program, and between required and recommended reading. (Authors/TA)

ED 060 487

CG 007 019

Spahn, Lee P.
Developmental Group Counseling in the Elementary School.

Pub Date May 71

Note—32p.; Research paper submitted in partial fulfillment of the requirements of the degree of Specialist of Education, Barry College, Miami, Fla.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developmental Guidance, *Elementary School Students, *Group Counseling, Human Development, *Interpersonal Relationship, Peer Acceptance, *Peer Relationship

This study is concerned with whether developmental group counseling will improve peer relations in the elementary school classroom. It was hypothesized that developmental group counseling would improve peer relations. Group counseling in the schools seems particularly appropriate because of the nature of both the setting and the students. The elementary school student is at a stage in his life in which it is inevitable that he will decrease his total dependence on adult models and seek identification with his peers. Group counseling can provide opportunities for peer interaction in the presence of an understanding adult and without being dependent upon powers of censure and approval. Developmental group counseling provides the opportunity for each child to engage in an interpersonal process, through which he works in the peer group, to explain his feelings, attitudes, values, and problems, with the result that he is better able to deal with developmental tasks. Results showed that third grade boys and girls showed the greatest improvement in sociometric status; and girls at all grade levels profited more than the boys. (Author/TA)

ED 060 488

CG 007 022

Manual: Supervised Clinical Field Experience for Professional Workers in Rehabilitation.

Richmond Professional Inst., Va.; West Virginia Rehabilitation Center, Charleston.

Pub Date Nov 67

Note—33p.; Revised November, 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, *Educational Programs, Human Services, *Professional Personnel, *Rehabilitation, Rehabilitation Centers, *Rehabilitation Counseling, *Rehabilitation Programs

This manual sets up guidelines, regulations, and responsibilities for counselor trainees, faculty supervisors, agency training supervisors, and training coordinators in the area of rehabilitation counseling. It attempts to bring together academic training and field exercise more closely as well as to give uniformity to a 12 week orientation program given under region III, in-service training programs. The objectives of the manual include: (1) to guide the counselor trainee toward the development of specific professional skills and technical knowledge relating to the rehabilitation process; (2) to supplement the knowledge and skills learned in the academic setting; (3) to provide an opportunity for practical application of classroom instruction; (4) to provide the new counselor trainee with an opportunity to develop confidence in his ability to apply new learning and techniques in counseling situations; (5) to assist the counselor trainee in developing skills in planning for efficiency in the use of time and resources; (6) to assist the counselor trainee in making a valid prediction of client's potential and programs; (7) to develop counseling skills in assisting the client in gaining person insight. (RK)

ED 060 489

CG 007 042

Peterson, Harry L.

Youth, Discontent, and Social Change.

Massachusetts Committee on Children and Youth, Boston.; Massachusetts General Hospital, Boston.

Pub Date Jun 69

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Individual Characteristics, Political Attitudes, *Political Socialization, Power Structure, *Psychological Characteristics, *Social Change, *Youth

This report on youth and politics was one of a series of working papers on the activities, and behavior of young people between 15 and 21 years of age. It was intended to provide background information while the Massachusetts Committee on Children and Youth prepared a comprehensive report on the status of children and youth in the Commonwealth for the 1970 White House Conference on Children and Youth. Specifically, this paper explores some of the

varieties of political activities among young people and discusses the reasons which prompt their discontent. In order, the paper covers: (1) Types of political behavior among young people; (2) Psychological characteristics of participants; (3) Recent history of political behavior; (4) goals of various organizations; (5) Tactics of different political groups; (6) Accomplishments of youth in politics; and (7) The future of youth in politics. (RK)

ED 060 490

CG 007 110

Harman, Robert L.

Counseling Students Who Lack Vocational Identity.

Kentucky Univ., Lexington.

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability, *College Students, *Counseling, Females, Males, *Occupational Choice, Personality, *Vocational Counseling, *Vocational Interests

Identifiers—American College Test, Omnibus Personality Inventory, Strong Vocational Interest Blank

This study compared interest, personality, and ability scores of vocationally undecided students who, after counseling, either selected a major or remained undecided. No significant differences were found between undecided and decided females. Vocationally undecided and decided males differed significantly on six Strong Vocational Interest Blank scores and on one Omnibus Personality Inventory score. Comments are made on the implications of this study on the vocational counseling process and the need for further research in this area. (Author)

ED 060 491

CG 007 112

Hauck, William E. And Others

An Assessment of the Feeling-of-Knowing and Factors Influencing Its Accuracy.

Bucknell Univ., Lewisburg, Pa.

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Memory, *Perception, *Recall (Psychological), *Recognition, *Sex Differences

The accuracy of the feeling of knowing (FOK) was assessed with regard to recall and recognition under three conditions: advanced or no advanced organizers; learned or non-learned information; and, sex differences. Twenty subjects learned paired-associates and were tested for recall and recognition accompanied by rating of FOK strength. The feeling-of-not-knowing was more accurate for females under the non-learned condition. (Author)

ED 060 492

CG 007 131

Smith, Philip A.

Evaluating Mental Health Consultation: Problems in Research Appraisal.

San Fernando Valley State Coll., Northridge, Calif.

Pub Date 19 Apr 71

Note—13p.; Paper presented at Western Psychological Association, San Francisco, California, April 19, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Agencies (Public), Consultants, *Consultation Programs, *Evaluation, *Followup Studies, *Mental Health, Objectives, Research Problems

Most programs of mental health consultation are offered without systematic plans for follow up evaluation. Controlled experimental procedures for assessing consultation are difficult to apply in most field settings, and alternate approaches to evaluation are needed. Eight problems which are commonly encountered when undertaking objective study of the consultation process are described, and the critical incident technique is suggested as a useful post hoc assessment tool in situations where experimental controls are lacking. (Author)

ED 060 493

24

CG 007 149

Wimer, Richard E.

Individual Differences in Learning and Memory. Final Report.

City of Hope National Medical Center, Duarte, Calif.

Spons Agency—North Carolina State Dept. of Conservation and Development, Raleigh. Bureau No—BR-9-0395

Pub Date 15 Mar 72

Grant—OEG-9-9-140395-0057(057)
Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Animal Behavior, Behavior, *Behavior Change, Behavior Patterns, *Learning, Learning Activities, *Learning Processes, *Memory, Performance, *Psychomotor Skills, Stimulus Behavior

A battery of behavioral tests yielding 79 measures, many of which were presumably related to learning and memory, was administered to house mice of seven inbred strains. An analysis of the factorial structure indicated that the two principal and most pervasive factors underlying performance on the battery involved the initiation and maintenance of locomotor activity. Thus, many of the genetically assisted behavioral differences between strains which have heretofore been considered to involve differences in learning and memory actually represent genetically associated differences in facets of activity. Chemical analyses of the brains of mice of the seven strains revealed substantial relations between the enzymes choline acetylase and monoamine oxidase and the activity maintenance factor. Among the amino acids, taurine and gamma-aminobutyric acid were shown to have substantial relations with the activity initiation factor. Thus, there do indeed appear to be some likely functional relations between some classes of behavior and specific neurotransmitter systems within the brain. (Author)

ED 060 494 24 CG 007 150

Raleigh-Durham Area Vocational Guidance Institute for Counselors of Minority Youth.

North Carolina State Dept. of Conservation and Development, Raleigh.

Bureau No—BR-7-8456

Pub Date Mar 72

Grant—OEG-1-7-078456-5151

Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Opportunities, *Disadvantaged Youth, Employment Potential, *Employment Programs, *Employment Trends, *Manpower Utilization, Minority Groups, Negro Employment, *Occupational Guidance, Youth Employment

This institute was planned to assist public school counselors in their work with minority and deprived youth by providing information about employment conditions and opportunities in local geographical areas, by establishing regular communication lines between the schools and business and industry, and by furthering the counselors knowledge of the attitudes which these youth have towards employment, education, their place in society, and the world beyond their experience. To achieve these purposes, the series of Institute sessions included speeches, panel discussions, and group meetings with key business and industry personnel, and guided tours of plant and business operations. Additional sessions were concerned with minority group youth and their problems in planning for future work and minority group workers and their experiences in the world of work. Further sessions were concerned with the experiences of educational and government personnel involved with minority groups occupational orientations and placement. Detailed descriptions and evaluations of these sessions are included. (RK)

ED 060 495 CG 007 151

Studying to Learn.

Air Univ., Maxwell AFB, Ala.

Report No—AU-3

Pub Date 55

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Guides, *Learning Activities, Reading Habits, *Skill Development, Skills, Study, *Study Facilities, *Study Guides, Study Habits, *Study Skills, Word Study Skills

This booklet was prepared in response to a demand from Air Force Officers returning to academic study after being out of school for several years. Its main purpose is to help returning veterans learn how to study. The guide is divided into three sections: (1) the "Reconnaissance-Read-Recall" (RRR) system of study, (2) concepts in "How We Learn," (3) and "Study Aids." The RRR system for study suggests that: (1) study time should be divided between reading and reflected thinking; (2) study time should be planned and performed systematically; and (3)

RRR method is not time consuming, but provides an excellent avenue for learning. Further, the authors conclude that learning requires (1) a will to learn, (2) action, (3) attention, (4) organization, (5) understanding, and (6) review. Finally, under "study aids" the authors describe the proper techniques for underlining, note-taking, outlining, and listening. A step-by-step guide is provided in all three sections. (RK)

ED 060 496 24 CG 007 152

Zimmer, Jules M. And Others

Categories of Counselors Behavior as Defined from Cross-Validated Factorial Descriptions.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—North Carolina State Dept. of Conservation and Development, Raleigh.

Bureau No—BR-9-A-003

Pub Date Feb 70

Grant—OEG-1-9-09003-0102

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling, *Counselor Characteristics, *Counselor Performance, *Counselor Role, *Counselors, Counselor Training, Role Theory

The intent of the study was to explore and categorize counselor responses. Three separate filmed presentations were shown. Participating with the same client were Albert Ellis, Frederick Perls, and Carl Rogers. At the beginning of each counselor statement, a number was inserted in sequence and remained on the videotape until completion of that counselor statement. Each session was rated by over 600 respondents. They rated each numbered response on an optical scoring sheet using the Stupp Warm-Cold Scale. A further objective of the study was the determination of factors common to all three orientations and those unique to a single orientation. It was possible to develop from the counselor responses two unique styles of counseling—one was labeled as the Reconstructive style and the second as the Analytical Problem-Solving style. Counselors were trained in these two styles and conducted counseling sessions using both styles. Based on the sessions, it was concluded that client behavior varies as a function of counselor style. (RK)

EA

ED 060 497 EA 003 980

State & Federal Relationships in Education. A Position Statement.

Council of Chief State School Officers, Washington, D.C.

Pub Date 71

Note—76p.

Available from—Council of Chief State School Officers, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.25, quantity discounts)

Document Not Available from EDRS.

Descriptors—Decision Making, Educational Accountability, Educational Development, *Educational Finance, *Educational Policy, Educational Research, Evaluation, Federal Aid, *Federal State Relationship, Government Role, Performance Contracts, *Policy Formation, State Aid, State Departments of Education, *State School District Relationship, States Powers

This report states the positions and goals of the Council of Chief State School Officers relative to State-federal relationships. The report covers (1) the need for cooperative efforts in State-federal relationships, (2) the establishment of national goals and priorities, (3) the administration and services of the Office of Education, (4) the administration and services of State education agencies, (5) the development process from research to practice, (6) fiscal management, and (7) forces affecting State-federal relationships. Summary statements of the Council's position are provided for each of the above areas. (Author/JF)

ED 060 498 EA 003 985

Reviews of National Policies for Education: United States.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 71

Note—418p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$10.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Administrative Organization, *Educational Development, *Educational Improvement, Educational Innovation, *Educational Research, Evaluation, *Federal Government, Federal Programs, International Organizations, *Research and Development Centers

This report examines United States educational policies and focuses on the process of research and development for education. The report provides (1) a summary account of a meeting between OECD and American representatives, (2) an OECD examiners' report containing the questions submitted to the American representatives, and (3) the United States' report to OECD which served as background for the examination. The main issues facing research and development in the United States as seen by OECD involve (1) the need for goal definition and formation; (2) questions of process, style, and content of research and development; (3) organizational concerns; and (4) problems facing new research and development institutions. (Author/JF)

ED 060 499 EA 003 991

Interface on Learning: Differentiated Staffing.

Ohio Education Association, Columbus.

Pub Date [71]

Note—136p.

Available from—Printing and Mailing Division, Ohio Education Association, 225 East Broad Street, Columbus, Ohio 43215. (Single Copies free to OEA members. Others, \$1.00 each, quantity discounts)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Education, *Administrator Responsibility, Cost Effectiveness, Curriculum Development, Decision Making, *Differentiated Staffs, *Input Output Analysis, In-service Teacher Education, *Leadership, Models, Performance Criteria, Student Needs, Task Analysis, Teacher Participation, *Teacher Role, Teacher Salaries

This booklet consists of materials developed on differentiated staffing. Nine sections cover a definition of terms, the executive teacher plan, some new teacher models, a position statement on the concept of differentiated staffing, a process approach to model development, and information on administering the differentiated staff. In addition, the staff plan for each of five schools is described. (MLF)

ED 060 500 EA 003 993

DeVaughn, J. Everette

A Manual for Developing Reasonable, Objective, Nondiscriminatory Standards for Evaluating Administrator Performance.

Mississippi State Univ., State College. Educational Services Center.

Pub Date Sep 71

Note—21p.; Manual prepared in cooperation with Mississippi Task Force Committee

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Characteristics, *Administrator Evaluation, *Educational Administration, Educational Policy, Evaluation, Evaluation Criteria, *Evaluation Techniques, *Performance Criteria, *Professional Personnel, Standards

This document briefly states the purposes and scope of and the procedures for administrator evaluation within the context of immediate and future educational goals. Appendixes present administrator evaluation instruments designed to measure professional growth and service in meeting the stated goals. (RA)

ED 060 501 EA 003 994

School Systems - a Guide. Revised Edition. Education in Europe. Section II: General and Technical Education.

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Pub Date 70

Note—283p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York 10012 (\$9.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Educational Administration, Educational Principles, *Educational Programs, Elementary Education, *General Education, Higher Education, *International Education, Middle Schools, Preschool Education, *Resource Guides, *School Systems, Secondary

Education, Teacher Education, Technical Education, Vocational Education
Identifiers—Europe

The guide is composed of 20 chapters representing contributions from Austria, Belgium, Cyprus, Denmark, Federal Republic of Germany, Finland, France, Greece, Iceland, Ireland, Italy, Luxembourg, Malta, Netherlands, Norway, Spain, Sweden, Switzerland, Turkey, and the United Kingdom. Each chapter consists of a short description of the national school system from preschool to higher education and a simplified, detailed diagram supplemented by an explanatory and alphabetical list of terms. The terms used are provided in the national language of the country concerned, in French, and in English. The descriptive outlines also include the general principles of education, administration, technical and vocational education, teacher training, and other forms of formal education. A general classification chart is used in order to achieve a uniform presentation of the different school systems and to facilitate their comparability. (Author)

ED 060 502 EA 003 995

Clarke, Robin A.

The Feasibility of a Systems Building Programme for the Construction of British Columbia Schools. Studies & Reports.

Educational Research Inst. of British Columbia, Vancouver.

Report No.—R-6
Pub Date Dec 69

Note—112p.

Available from—Educational Research Institute of B.C., B.C. Research Building, 3650 Westbrook Crescent, Vancouver 8, British Columbia (Canada) (\$2.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Architects, Bids, Building Design, Building Obsolescence, Capital Outlay (for Fixed Assets), *Component Building Systems, Consortia, Construction Costs, *Construction Programs, Educational Facilities, *Educational Research, Enrollment Projections, Feasibility Studies, *School Construction, *Systems Approach

Identifiers—British Columbia

This report summarizes the findings and recommendations of a feasibility study of industrialized building method utilization in school construction. The 3-part format attempts to define the conditions necessary for the satisfactory operation of an industrialized building system for the benefit of the community; explain the conditions relevant to the issues of system building which exist in British Columbia; and recommend what must be done in British Columbia to sponsor and sustain an industrialized building system for schools. In part one, description of the issues in principle is outlined and represents a summary of research undertaken in Europe, the U.S.A., and eastern Canada of four significant industrialized building systems. The findings of a market analysis, an examination of local manufacturing capabilities, and comments on the building codes and the need for a locally sponsored building system comprise part two. A summary of conclusions and recommendations and their rationale is set out in part three. Appendixes contain school construction costs and cost estimates, an analysis of construction types, and comments of the Metropolitan Toronto School Board Study of Educational Facilities progress to date with implications for a system building program in British Columbia. (Photographs may reproduce poorly.) (Author/MLF)

ED 060 503 EA 003 996

Mulvihill, Philip J.

Cost Effectiveness Study of Regional Instructional Materials Centers.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Research.

Pub Date Aug 71
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Costs, Films, *Instructional Materials Centers, Instructional Media, Personnel Needs, *Program Costs, Regional Cooperation, *Regional Programs, *State Aid

The study estimated costs to the State of Pennsylvania and to local school districts for establishing and maintaining instructional materials media centers including materials and personnel. Results indicated that State subsidized re-

gional media centers would be less costly for both the State and local districts and that the range of available services would probably be greater from a regional center than from the local districts. (RA)

ED 060 504

Burns, Joshua A.

Development and Implementation of an Environmental Evaluation and Redesign Process for a High School Science Department.

Pub Date [Dec 71]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acoustical Environment, Behavioral Science Research, *Classroom Design, *Environmental Research, Evaluation, Experiments, Flexible Facilities, *High Schools, Illumination Levels, *Interior Space, School Space, *Science Departments, Space Utilization, Student Attitudes, Systems Development, Thermal Environment

This paper examines the first year activities of an environmental analysis and design project to develop and implement a program that treats the science department of Oak Grove High School, San Jose, California, in an experimental manner. Implicit in this purpose is the development of evaluative and design tools for space users at minimum cost and expertise. This project attempts to develop a process by which environmental users may design, implement, and evaluate experiments to improve the tailoring of activities and environment to the tasks of teaching and learning. A selection from behavioral data covers activities and group patterns as well as the relationship between the two. (Author)

ED 060 505

The Four-Quarter Staggered School Year. 1/4 + 1/4 + 1/4 + 1/4 = 365. A Feasibility Study To Extend the School Year. A Research Study.

Utica Community Schools, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date Jul 70

Note—585p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Annotated Bibliographies, Budgets, Community Attitudes, Community Schools, Construction Costs, *Educational Finance, Facility Utilization Research, Feasibility Studies, Parent Attitudes, Program Costs, *Quarter System, Questionnaires, *School Districts, School Schedules, Vacation Programs, *Year Round Schools

Identifiers—Michigan, Utica Community Schools

The Utica Community Schools was one of several school districts in Michigan to receive a grant from the State Board of Education for a feasibility study of the year-round school. This study report shows that, with a mandated four-quarter plan, savings of nearly \$100,000,000 can be achieved on construction costs alone during the next 10 years. The report covers a 5-phase, 10-year implication program designed to move Utica toward a year-round school concept. The report delays any final decision regarding year-round school until after each succeeding phase has been successfully completed. The decision to move beyond Phase I will be made following other careful analyses of the present feasibility study and contingent upon future State fundings. A related document is EA 004 003. (Eight pages of photocopies material may reproduce poorly.) (Author)

ED 060 506

The Optional Five-Term Year-Round Educational Plan. A Step Toward Implementing Plans for Extending the Regular School Year. 45 + 45 + 45 + 45 = 180 (+ 45 = Fifth Term.) Phase II: The Communications Phase.

Utica Community Schools, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date Jul 71

Note—243p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Communications, *Community Attitudes, Community Schools, Directories, Educational Finance, Educational Research, Feasibility Studies, *Information Dissemination, Parent Attitudes, Pilot Projects, *School Community Relationship, *School Districts, School Schedules, Slides, *Year Round Schools

Identifiers—Michigan, Utica Community Schools

The Utica Community School District was one of several school districts in Michigan to receive a second grant from the State Legislature to continue research and communications on the year-round school concept during the 1970-71 fiscal year. This communications phase was designed to gather, investigate, analyze, and disseminate information concerning the possibilities of conducting a pilot, year-round school operation. The objectives of Phase II were to (1) develop an optional 3-year, 5-term, year-round educational plan; (2) communicate this educational plan to local residents; (3) develop a tooling-up plan to move toward the optional 5-term, year-round educational concept including the cost analysis for Phases II and IV (1971-1976); and (4) the identification of a possible level and a location for a pilot, year-round program. A related document is EA 004 002. (Author)

ED 060 507

McVey, G. F.

Sensory Factors in the School Learning Environment. What Research Says to the Teacher Series No. 35.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 71

Note—36p.

Available from—Publications Sales Section, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 387-11868, \$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Acoustical Environment, *Controlled Environment, *Educational Environment, *Educational Research, Pamphlets, *Sensory Experience, *Teacher Guidance, Thermal Environment, Visual Environment

Through proper management of the sensory factors inherent in the classroom environment, teachers can improve the comfort, development, and academic performance of students. Some principles and practical procedures that may be applied directly by the classroom teacher are suggested in this pamphlet. A number of guidelines, references, and suggested readings are included. (Author/MLF)

ED 060 508

Rosebery County School for Girls, Epsom, Surrey: Sixth-Form Centre.

Department of Education and Science, London (England).

Report No.—Build-Bull-41

Pub Date 67

Note—59p.

Available from—Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063 (\$1.20), or HMSO, 49 High Holborn, London, W.C.1 (6s Od NET)

Document Not Available from EDRS.

Descriptors—*Building Plans, Capital Outlay (for Fixed Assets), Classroom Furniture, Component Building Systems, Cost Effectiveness, *Educational Facilities, *Females, *Flexible Facilities, Illustrations, School Architecture, *School Design, Secondary Schools, Tables (Data), Tutoring

Identifiers—England, Sixth Form, Surrey

This bulletin describes a facility designed to meet the needs of those students who desire to stay in school beyond the minimum leaving age and to satisfy the greater demand for higher education. Part I describes the findings of a planning group from a series of visits to schools and explains how the general conclusions were modified to the particular requirements of Rosebery. In addition, the structure and services — including a building system developed specifically for schools — is described. Part II describes the furniture and fittings, and part III discusses the building cost. Extensive illustrations and floor plans accompany the text. (Author/MLF)

ED 060 509

Furniture and Equipment Dimensions — Further and Higher Education: 18 to 25 Age Group.

Department of Education and Science, London (England).

Report No.—Building-Bull-44

Pub Date 70

Note—32p.

Available from—Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063 (\$1.20); or HMSO, 49 High Holborn, London, W.C.1 (England) (6s Od [30] NET)

Document Not Available from EDRS.

Descriptors—Anatomy, Body Height, Body Weight, Educational Equipment, *Equipment Standards, *Furniture Design, *Higher Education, Human Body, *Human Engineering, Human Posture, Measurement, *Performance Criteria, Physical Characteristics, Physical Design Needs, Physiology, Standards, Task Analysis, Work Environment
Identifiers—England

This report continues and extends the information provided in an earlier report (ED 035 238) by providing design data for students in further and higher education. The principle underlying the work is that equipment dimensions are determined from observation of student performance and that dimensions should be related to body size. Data on the functional measurements of 459 male and 147 female students are summarized on charts. Dimensional limits of students that can be used in the design of educational equipment are indicated. Additional diagrams, scales, and charts are included. (Author)

ED 060 510 24 EA 004 009

Armstrong, Ronald

Student Involvement. Analysis and Bibliography Series, No. 14.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0353

Pub Date Feb 72

Contract—OEC-0-8-080353-3514

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Cocurricular Activities, Committees, Communication (Thought Transfer), Curriculum Planning, *Decision Making, Educational Administration, *Literature Reviews, Student Government, Student Organizations, *Student Participation, Student Publications, Student Rights, *Student School Relationship

Intended primarily for educational administrators, this review presents an analysis of the literature concerning student participation in educational decisionmaking. The educational and legal ramifications of student involvement in several decisionmaking spheres, such as school board and committee membership, student government, extracurricular activities, student publications, and curriculum issues, are discussed. Some suggestions are given to administrators for channeling student energies into a constructive improvement of the educational program. A 54-item bibliography of related literature is also included. (Author)

ED 060 511 EA 004 010

Arends, Richard I. Essig, Don M.

"Unitized Structure and Differentiated Staffing in the Elementary School." DSP Progress Report No. 1: Structure and Staffing.

Eugene School District 4, Ore.

Pub Date Jan 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Decision Making, *Differentiated Staffs, Educational Innovation, Educational Programs, Elementary Schools, *Experimental Schools, Leadership Training, Models, Open Education, *Organization, *Organizational Change, Paraprofessional School Personnel, Staff Utilization, Teacher Participation, Teacher Role, Team Leader (Teaching), *Team Teaching

Identifiers—Eugene, Experiential Learning, Humanization, Oregon, Unitized Schools

This report is the first in a series describing the background, theory, and progress of the Differentiated Staffing Project in the Eugene, Oregon, School District. This particular report reviews the history of the project and outlines the organizational structure that has emerged and developed in the experimental elementary schools. A number of questions both practical and theoretical pertaining to the uninitiated elementary school and differentiated staffing are discussed. The report also includes the rationale for further study of organizational innovations and pinpoints some of the implications for patrons, students, and educators in Eugene School District 4J, should it be decided to continue experimentation and implementation of this organizational structure and staffing pattern. (Author)

ED 060 512

Arends, Richard I. Essig, Don M.

"Organizational Development Training in the Uninitiated, Differentiated Staffing, Elementary School." DSP Progress Report No. 2: Organizational Training.

Eugene School District 4, Ore.

Pub Date Jan 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, Conflict Resolution, Decision Making Skills, *Differentiated Staffs, Educational Games, Educational Programs, Elementary Schools, *Experimental Schools, Feedback, Followup Studies, Group Relations, Interpersonal Relationship, *Leadership Training, *Organizational Change, Problem Solving, Teacher Participation, Team Administration, Training Objectives

Identifiers—Eugene, Experiential Learning, Humanization, Oregon, Unitized Schools

This report is the second in a series describing the background, theory, and progress of the Differentiated Staffing Project in the Eugene, Oregon, School District. The report discusses the Organizational Development Training Program, its rationale, its activities, and its relationship to the Uninitiated Project. It describes the main ideas of OD Training and the procedures used by the DSP coordinators to link this training component to the DS Project. The major emphasis of Organizational Development Training is on improving the "self-changing ability of school organizations," i.e., giving school systems a capacity for "organizational self-renewal." The program helps groups to develop clear communication, build trust and increase understanding, involve more people in the decisionmaking process, create open problem solving climates, increase group effectiveness, and uncover conflict. (Author)

ED 060 513

Arends, Richard I. Essig, Don M.

"The Role of the Principal and Curriculum Associate in the Uninitiated, Differentiated Staffing, Elementary School." DSP Progress Report No. 3: Leadership.

Eugene School District 4, Ore.

Pub Date Jan 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Differentiated Staffs, *Elementary School Curriculum, Elementary Schools, Experimental Schools, Instructional Staff, *Instructor Coordinators, Leadership Responsibility, *Leadership Training, *Principals, School Organization, Teacher Administrator Relationship, Teachers, Team Administration, Team Leader (Teaching)

Identifiers—Curriculum Associates, Eugene, Experiential Learning, Humanization, Oregon, Unitized Schools

This report is the third in a series describing the background, theory, and progress of the Differentiated Staffing Project in the Eugene, Oregon, School District. The report focuses on changes in roles within the differentiated staffing structure. It discusses the elementary principal and the curriculum associate (CA) in a uninitiated, differentiated staffing (DS) elementary school. Following a brief description of the tentative theory that guided the DS Project coordinators' efforts to define the new leadership roles and to recruit persons into the CA positions, the report describes the procedures followed and the results achieved during the first year and a half of the project. Finally, the report presents the coordinators' present position and thinking and some recent results from the data collected on the roles of the principal and the curriculum associate. (Author)

ED 060 514

Arends, Richard I. Essig, Don M.

"The Role of the Teaching Assistant in the Uninitiated, Differentiated Staffing, Elementary School." DSP Progress Report No. 4: Paraprofessionals.

Eugene School District 4, Ore.

Pub Date Jan 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, Effective Teaching, Elementary Schools, *Experimental Schools, Individualized Instruction, Job Development, *Organizational Change, *Paraprofessional School Personnel, Personnel

EA 004 011

Selection, Resource Staff Role, *Teacher Aides, Teacher Certification, Teacher Employment, Teacher Role

Identifiers—Eugene, Experiential Learning, Humanization, Oregon, Unitized Schools

This report is the fourth in a series describing the background, theory, and progress of the Differentiated Staffing Project in the Eugene, Oregon, School District. This report discusses the effects of the addition of paid paraprofessionals, or Teaching Assistants (TAs), to the uninitiated, differentiated staffing schools in Eugene. Specifically, it focuses on the rationale for utilizing TAs, the methods used to select them, and the results of the TA's work in the school. The report also includes some recommendations for the district to consider about the future of teaching assistants in the district. (Author)

ED 060 515

Arends, Richard I. Essig, Don M.

"Instructional Change in the Uninitiated, Differentiated Staffing, Elementary School." DSP Progress Report No. 5: Instruction.

Eugene School District 4, Ore.

Pub Date Jan 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Skills, Curriculum Development, Decision Making, *Differentiated Staffs, Educational Improvement, Elementary Schools, *Experimental Schools, *Instructional Innovation, Instructional Materials Centers, Interpersonal Relationship, *Organizational Change, Student Centered Curriculum, Teacher Participation, Teacher Role, *Team Teaching

Identifiers—Eugene, Experiential Learning, Humanization, Oregon, Unitized Schools

This report is the fifth in a series describing the background, theory, and progress of the Differentiated Staffing Project in the Eugene, Oregon, School District. The report describes a number of instructional changes that occurred during the first year of the project. Several examples of new instructional patterns that emerged in the experimental schools are described as evidence that the project has contributed significantly to creating better learning environments for children. These changes were the results of planned organizational changes rather than planned parts of the project. (Author)

ED 060 516

Cleckner, John

A Critique of Selected References on Educational Cost Effectiveness with a Resource - Utility Model To Improve Resource Allocation.

Pub Date 8 Jun 71

Note—51p; Master's project in Operations

Research, University of Florida

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, *Decision Making, Educational Finance, Elementary Education, Expenditures, Input Output Analysis, Management Systems, *Models, *Operations Research, *Resource Allocations, Secondary Education

The author reviews five cost-effectiveness basic models including log-log correlational, general utility theory, simultaneous equations, nonlinear theoretical, and feedback. Several suggestions are made to improve the models and increase the domain of problems that can be considered by the models. In the second part of the paper, the author presents a refined feedback model that can describe the relationship among inputs such as students, resources, parent and community factors, and outputs such as achievement. Also included are a ranked sensitivity technique for indicating research priorities and an educational cost-effectiveness bibliography. (Author/RA)

ED 060 517

Cleckner, John

The Effect of Junior High School Dropout Rate on the Local Government's Ability To Pay for Its Responsibilities.

Pub Date 3 Dec 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Dropout Prevention, Dropout Rate, *Dropouts, Educational Finance, Educational Research, Junior High Schools, *Junior High School Students, *Models

EA 004 017

In this study, the author examines the effects of various decisions on the cost of education in school districts that have many remedial students. As the focal point of the investigation, a junior high school population (grades 7-9) was selected. The junior high years represent a critical period in the education of remedial students — those with low IQs, those who have failed several grades, or those who are unable to perform high school work. Most States permit students of 14-16 years to drop out of school. This age group corresponds to the junior high school level. Having dropped out, people with poor junior high school educations have great difficulty finding work, and many of these dropouts turn to unemployment, welfare, or crime. The author uses a model to show that by reducing the number of dropouts and by providing better education, the community burden of supporting these people may be decreased. (Author)

ED 060 518 EA 004 020

School Transportation: A Guide for Supervisors.

National Safety Council, Chicago, Ill.

Pub Date 67

Note—56p.

Available from—Order Department, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois 60611. (Stock No. 221.32, \$3.50 each, \$3.00 for two, \$2.50 for ten)

Document Not Available from EDRS.

Descriptors—Accident Prevention, *Administrator Guides, Bus Transportation, *Driver Education, Equipment Maintenance, Equipment Standards, Mental Health, Motivation, Performance Specifications, Personnel Needs, *Personnel Selection, Physical Characteristics, *Safety Education, *School Buses, Supervisors, Traffic Regulations, Traffic Safety

This working guide for the school bus supervisor shows how to increase the safety and efficiency of school transportation. Guidelines are provided to help prevent accidents involving school buses and to establish sound operating policies for school transportation fleets. The booklet points out how any school transportation system can provide its bus operators with the same kind of professional safety supervision furnished to drivers of commercial fleets. It describes the organization and administration of a school transportation safety program; and tells how to get maximum use from the NSC School Transportation Safety Service, record and analyze the driving performance of individual drivers, and use the analysis in remedial training to improve performance. Guidelines are listed for setting up bus routes for maximum safety. In addition, the responsibilities of State and local administrators for the guidance, leadership, and support of the total transportation safety program are outlined. (Author)

ED 060 519 EA 004 033

Barr, Richard H. Scott, Geraldine J. Statistics of State School Systems 1967-68. Elementary and Secondary Education.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-20020-68

Pub Date Dec 70

Note—107p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Stock Number 1780-0845, \$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Organization, Bus Transportation, Educational Finance, *Enrollment, High School Graduates, Instructional Staff, Lunch Programs, *Public Schools, School District Spending, *School Statistics, *Statistical Data, *Tables (Data)

This report presents comprehensive statistics on the organization, staff, pupils, and finances of the regular full-time public elementary and secondary day schools in the 50 States, the District of Columbia, and the outlying areas of the United States. Detailed data are given for the survey year 1967-68, as well as historical trend data for selected items of information — in some instances from as far back as 1867-70. In addition, national (but not State) enrollment figures are given for (1) elementary and secondary departments of institutions of higher education, (2) federally operated schools on Federal installations, (3)

Federal schools for Indians, and (4) residential schools for exceptional children. (Author)

ED 060 520 EA 004 034

Klingberg, Gote

A Scheme for the Classification of Educational Objectives. The LIGRU Project.

Gothenburg School of Education (Sweden).

Report No.—R-Bull-5

Pub Date Nov 70

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Comprehensive Programs, *Educational Objectives, Educational Research, *Evaluation Techniques, Foreign Countries, Literature Appreciation, *Taxonomy

Identifiers—Sweden

The LIGRU project is concerned with the objectives, methods, and evaluation of literature instruction in the Swedish comprehensive school. This document presents a taxonomy of educational objectives and evaluation instruments. The resulting scheme, derived from a review of other classification schema, has two dimensions — goal area and aspect. The goal area defines the content or subject area while the aspect dimension defines the level of behavior (e.g., higher cognitive, emotional, or creative) in any goal area. (RA)

ED 060 521 EA 004 041

Schmuck, Richard A. Nelson, Jack E.

The Principal as Convener of Organizational Change. Research Reports in Educational Administration, Vol. II, No. 2.

Colorado Univ., Boulder. Bureau of Educational Research.

Pub Date Oct 70

Note—21p.

Available from—"Research Reports," Bureau of Educational Research, Helms Annex 151, School of Education, Univ. of Colorado, Boulder 80302 (\$1.50 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Change Agents, Decision Making, *Organizational Change, Organizational Climate, *Principals, *Problem Solving, Role Theory, Social Psychology

The authors propose that a principal, instead of making all decisions himself, should convene faculty, staff, and student groups to help bring conflict into the open and to work on organizational problems systematically. This "team-leader" role assumes that team members are intelligent, competent, and want to perform well; and that an open organizational climate with high trust and esprit facilitates group problem solving procedures. (RA)

ED 060 522 EA 004 052

Roderick, Ellen Mary

Administrators' Perceptions of Need Fulfillment and Need Satisfaction as a Function of Position Level and School System Size. A Dissertation.

Maryland Univ., College Park.

Pub Date 19 May 71

Note—131p.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 72-1677, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrative Organization, Administrative Personnel, *Administrator Attitudes, Analysis of Variance, Doctoral Theses, Educational Administration, *Need Gratification, Organization Size (Groups), *Psychological Needs, School Organization, *Self Actualization

The reported study investigated the relationships among school administrators' need fulfillment and satisfaction and their position level and school system size. Data gathered from 376 Maryland public school administrators partially support the hypothesis that higher level administrators report higher need fulfillment and need satisfaction than do lower level administrators. The data fail to support the hypotheses that higher level large school system administrators report greater need satisfaction than do small system administrators, and that at lower levels of administration small system administrators report greater need satisfaction than do large system administrators. The data support the hypotheses that (1) administrators report greater need fulfillment

in their present positions than in their previous positions, and (2) administrators report that the need fulfillment in the position to which they anticipate promotion will be greater than their present need fulfillment. (Author)

ED 060 523 EA 004 053

Open Space General Learning Facilities for Kindergarten, Primary and Junior Students.

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date Nov 71

Note—57p.

Available from—Ontario Department of Education, P.O. Box 560, Station "F", Toronto 182, Ontario (Canada). (\$2.00, checks payable to "Treasurer of Ontario." Payment must accompany orders)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Diagrams, Environmental Influences, *Facility Guidelines, *Facility Requirements, *Flexible Facilities, Kindergarten, Landscaping, *Open Plan Schools, Playground Activities, Primary Grades, School Architecture, School Design, School Planning, *School Space

This publication is concerned with the general learning facilities (classrooms) of the school. Its purpose is to assist those involved in planning kindergarten areas and open space general learning facilities for the primary and junior divisions. To this end, the document is arranged in two sections — the indoor and outdoor facilities for kindergartens and the facility information for the primary and junior levels. The brief text is amply supported by suggested layouts, sketches, and landscaping plans all designed to meet student and teacher needs. (Illustrations may reproduce poorly.) (Author/MLF)

ED 060 524 EA 004 059

Carpenter, Polly

Cost-Effectiveness as an Aid to Making Decisions in Education.

Rand Corp., Santa Monica, Calif.

Report No.—P-4517

Pub Date Dec 70

Note—9p.; Paper presented at National Association of Educational Broadcasters Cost-Effectiveness Seminar. (Washington, D.C., November 7-8, 1970)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-731 277, MF \$6.00, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, *Decision Making, *Educational Administration, Educational Programs, Information Processing, *Management Information Systems, Seminars, Students, Systems Approach, Teachers, Televised Instruction, Textbooks

The purpose of this paper is to argue for cost-effectiveness analysis as an aid to decisionmaking but not as a substitute for it. An attempt is made to demonstrate that it is possible to present information about educational programs that is far more useful to decisionmakers than the oversimplified and often dangerous approaches now in use. (Author)

ED 060 525 EA 004 060

Bockman, Valerie M.

The Principal as Manager of Change.

Pub Date Jan 72

Note—38p.; Speech given before Colorado Education Association Administrators' Conference. (Grand Junction, Colorado, January 14-15, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Change Agents, Educational Administration, *Educational Change, Human Relations, Learning Theories, *Management, Management Systems, Organizational Climate, *Principals, Role Theory

Social and technological changes have brought about the need for educational changes. One of the more pressing changes needed directs that principals focus on management — the process of active and creative leadership — rather than on administration — the application of predetermined policies and procedures. The role of manager implies a human relations philosophy and the establishment of an open organizational climate. The manager-principal should treat teachers and staff as competent, intelligent persons and should

nurture open participation in decisionmaking and educational processes by all persons and groups who are directly concerned. (RA)

ED 060 526 EA 004 061
Higher Education Facilities Systems Building Analysis. Summary Report.

Texas A and M Univ., College Station. Coll. of Architecture and Environmental Design.

Pub Date Jul 71

Note—15p.; An extract from Documentary Work Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Component Building Systems, Construction Costs, *Construction Programs, Educational Finance, Educational Objectives, Enrollment Projections, *Flexible Facilities, *Higher Education, Movable Partitions, Open Plan Schools, School Schedules, Social Change, *Systems Approach

This document is an extract of EA 004 095 which reports a yearlong study of possible benefits in cost, time, and facility utilization of a systems building approach for Texas college and university construction. (Photographs on pages 7,8,9, and 13 may reproduce poorly.) (Author)

ED 060 527 EA 004 066
Building Systems in the City. BSIC/EFL Newsletter.

Building Systems Information Clearinghouse, Stanford, Calif.; Stanford Univ., Calif. School Planning Lab.

Pub Date Dec 71

Note—24p.

Available from—BSIC/EFL, 3000 Sand Hill Road, Menlo Park, California 94025 (free)
Journal Cit—BSIC/EFL Newsletter; v3 n4 Dec 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Problems, *Component Building Systems, *Construction Costs, *Construction Programs, *Educational Facilities, Educational Finance, Models, Newsletters, Systems Approach, *Systems Development
Identifiers—Boston, Construction Manager, Detroit

This newsletter focuses primarily on the educational facility building systems of Boston and Detroit, and incorporates a brief progress report on the Montreal building project. In addition, the results of ten years of involvement by Educational Facilities Laboratories in exploring the feasibility of developing and applying building systems for schools are illustrated. A chart addresses itself to this task by showing the significant data concerning eight of the building systems programs that were given financial assistance by EFL. (Author/MLF)

ED 060 528 EA 004 068

Flanigan, Jean M.

Estimates of School Statistics, 1971-72.

National Education Association, Washington, D.C. Research Div.

Report No—RR-1971-R13

Pub Date 71

Note—40p.

Available from—Publications Editor, NEA Research Division, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock No. 435-25490, \$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attendance, Elementary Schools, *Enrollment, *Expenditures, Salaries, Secondary Schools, *State Surveys, *Statistical Surveys, *Tables (Data), Teachers

This report presents public school statistics for the 50 States, the District of Columbia, and the regions and outlying areas of the United States. The text presents national data for each of the past 10 years and defines the basic series of statistics. Tables present the revised estimates by State and region for 1970-71 and the preliminary estimates for 1971-72. With few exceptions, the estimates are consistent in definition with the accounting procedures recommended by the U.S. Office of Education. All figures for the current reporting period are estimates. Related documents are ED 052 512 and ED 032 626. (Author)

ED 060 529 EA 004 069

Clinchy, Evans And Others

Schools: More Space/Less Money. A Report.

Educational Facilities Labs., Inc., New York, N.Y.; Educational Planning Associates, Inc., Boston, Mass.

Pub Date Nov 71

Note—85p.

Available from—EFL, 477 Madison Avenue, New York, N.Y. 10022 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Conversion, Building Improvement, *Building Innovation, Component Building Systems, Construction Costs, *Cost Effectiveness, Educational Finance, Extended School Day, *Extended School Year, *Open Education, Open Plan Schools, School Buildings, School Community Relationship, School Design, School Space, *Space Utilization, Systems Approach

Identifiers—Fastracking, Floating Schools, Joint Occupancy

Discovered or "found" space in a school system most often appears as (1) space that a school system already owns in its outdated buildings and which is being used inefficiently; and (2) space lying close at hand in warehouses, factories, industrial plants, or in little-used public buildings. Found space is one solution to the problem of providing needed school space despite an inability to raise money to build new schools. Many school systems are exploring economical alternative solutions to the school space problem that would provide new or modernized old space at a reduced cost, more space or better space for the same amount of money, greater use out of existing space, and less expensive alternatives to conventional school space. This document collects all the alternatives known to EFL that appear to be actually working or that have been planned to help solve school problems. (Author)

ED 060 530 EA 004 072

Abramson, Paul, Ed.

A Systems Approach for Massachusetts Schools. Study of School Building Costs. Summary Report.

Campbell, Aldrich and Nulty, Boston, Mass.

Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date Nov 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architects, *Architectural Programming, *Construction Costs, Construction Programs, Cost Effectiveness, Educational Facilities, Educational Finance, Planning, *School Buildings, School Design, State Aid, *State Programs, *Systems Approach, Taxes

This report details a method by which the cost of school building construction in Massachusetts could be substantially reduced. A special study committee concluded that a systems approach to school building would cut costs and produce buildings of better quality and greater flexibility. It recommended the creation of a Statewide corporation to oversee and finance school construction throughout the State while insuring continued local participation in planning and design. A related document is EA 004 073. (RA)

ED 060 531 EA 004 073

Aldrich, Nelson W.

A Systems Approach for Massachusetts Schools. A Study of School Building Costs. Final Report.

Campbell, Aldrich and Nulty, Boston, Mass.

Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date [71]

Note—584p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Architectural Programming, *Bids, Construction Programs, Cost Effectiveness, Educational Facilities, Educational Finance, School Buildings, *School Construction, School Design, *State Programs, *Systems Approach

This report provides a survey of existing policies and procedures for Massachusetts school planning and construction processes; and explains systems building as a set of procedures, the most important of which procedures are market aggregation and component prebidding. The importance of systems building in reducing construction costs and improving school facilities in Massachusetts is also discussed. The study recommends the creation of a Statewide corporation to oversee and finance school construction throughout the State while insuring continued local participation in educational planning and design. A related document is EA 004 072. (RA)

ED 060 532

EA 004 079

Alioto, Robert F. Jungherr, J. A.

Operational PPBS for Education. A Practical Approach to Effective Decision Making. Series in Administration.

Pub Date 71

Note—325p.

Available from—College Department, Harper & Row, Publishers, Inc., 49 East 33rd Street, New York, N.Y., 10016 (\$10.95)

Document Not Available from EDRS.

Descriptors—Accounting, Budgeting, *Decision Making, *Educational Administration, Educational Objectives, Management Systems, Planning, Program Budgeting, Programming, *Program Planning, Programs, *Systems Approach, Systems Development

Identifiers—*Planning Programming Budgeting Systems, PPBS

The basic purpose of this book is to provide a practical approach for the introduction and installation of a PPB system. Part one describes the components necessary for an operationalized PPB system, suggests methods of achieving those components, and attempts to illustrate some of the risks and problems involved in the developmental process. Part two provides a comprehensive example, by means of a procedures manual and a display document, of how to collect, analyze, and display the necessary information for a viable PPB system. Part three includes representative samples of various forms and other materials that have been developed by school districts in order to facilitate the implementation of a PPB system. The authors stress wide involvement of staff, community, and board members throughout the entire installation process; advise districts to begin with the information and procedures that already exist; and alert practitioners to the necessity of being realistic in their expectations during the installation of a PPB system. The numerous techniques and strategies described provide a basis for evolving a PPBS suitable to the needs of individual school districts. (Author)

ED 060 533

EA 004 082

Priority Problems in Education and Human

Resources Development - the 1970s.

Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

Pub Date Nov 70

Note—41p.; Revised edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, *Educational Economics, *Educational Technology, Females, Higher Education, *Human Resources, *Manpower Development, Manpower Utilization

This report discusses the identification of seven key problem areas concerning education and human resources, describes how three priority problem areas were selected, and presents brief discussions of all seven problem areas. The three priority problem areas cover the potential of educational technology, the economic aspects of education, and nonformal educational programs. The other areas include education and employment, reorientation of teacher training institutions, new directions in higher education, and new roles for women. Appendixes contain (1) general guidance for problem identification and (2) an account of the sequence of steps followed in the problem identifying process. (Author/JF)

ED 060 534

EA 004 084

Levine, Donald M And Others

A Symposium on Educational Planning and Program Budgeting: An Analysis of Implementation Strategy.

Rand Corp., Santa Monica, Calif.

Report No—P-4675

Pub Date Oct 71

Note—77p.; Papers presented at American Educational Research Association Annual Meeting. (55th, New York, New York, February 4-7, 1971)

Available from—Communications Department, Rand, 1700 Main Street, Santa Monica, California 90406 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, *Decision Making, Discussion Programs, *Educational Administration, *Educational Planning, Educational Programs, Educational Research, Educational Strategies, Organizational Climate, *Program Budgeting, Program Design, Programming, Symposia, Systems Approach

Identifiers—*Planning Programing Budgeting Systems, PPBS

This presentation comprises the results of a symposium designed to examine some critical PPB implementation problems, suggest alternatives to some current practices in educational program budgeting, reply to some criticisms of the effectiveness of program budgeting as a resource allocation and planning tool, and to consider the future role of program analysis in education. Four symposium papers speak to these objectives: the Program Structuring Aspect of PPB for Education, by Sue A. Haggart; Analysis of Educational Programs, by Polly Carpenter; Organizational Development and PPB for Education, by C. Brooklyn Derr; and Achieving Balanced Implementation of Program Budgeting for Education, by Donald M. Levine. These presentations are followed by the reactions from two discussants and a question and answer section that reflects panel-audience participation. (Author/EA)

ED 060 535 EA 004 087 System Seventies. A Statement on Improving the Financing and Management of Oregon Schools and Community Colleges.

Oregon State Board of Education, Salem.
Pub Date 15 Oct 70

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Educational Finance, Educational Improvement, Federal Aid, School Districts, School District Spending, *School Taxes, *State Aid, State Programs, *State School District Relationship

Identifiers—Oregon

This report is one of a series of statements relating to the Oregon Board of Education priorities for Oregon education. It first identifies the factors contributing to the financial problem and then proposes activities to (1) simplify the structure by which education finance operates, (2) stabilize financing of the education program, (3) systematize the management of the State's educational system, (4) stretch the available education dollars, and (5) support identification and use of additional sources of State level revenue. (Author/JF)

ED 060 536 EA 004 095

Trout, F. J.

Higher Education Facilities: Systems Building Analysis. Documentary Work Report.

Texas A and M Univ., College Station. Coll. of Architecture and Environmental Design.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—HEF-SBA-03-30-71

Pub Date 17 Jun 71

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Component Building Systems, Construction Costs, *Construction Programs, Educational Finance, Educational Objectives, Enrollment Projections, *Flexible Facilities, *Higher Education, Movable Partitions, Open Plan Schools, School Schedules, Social Change, *Systems Approach

This document reports a yearlong study of possible benefits in cost, time, and facility utilization of a systems building approach for Texas college and university construction. The first part of the report deals with trends and needs in higher education and the related architectural implications. A subsequent discussion of alternative building delivery processes is followed by a consideration of the utilization of present and future facilities. Study findings are summarized and recommendations are made for improving the building delivery system. Appendixes contain background data for the information developed in the report and a selected bibliography. A related document is EA 004 061. (Parts of the appendixes may reproduce poorly.) (Author/MLF)

ED 060 537 EA 004 097

Jenkins, William A. Lehman, Greg O.

PPBS Implementation Guidelines.

Pub Date 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Educational Administration, Educational Objectives, Educational Philosophy, *Guidelines, *Management Systems, Planning, Programing, *Systems Analysis

Identifiers—*Planning Programing Budgeting Systems, PPBS

This document presents 34 guidelines for educational managers who are implementing or considering planning-programing-budgeting systems (PPBS). The guidelines, divided into planning, programing, budgeting, and systems analysis, are designed to point out potential trouble spots that could occur at any of the stages of system implementation. The guidelines were derived from the literature, administrative experience, and interaction with PPBS practitioners. A related document is ED 049 550. (RA)

ED 060 538 EA 004 098 Public Relations for Principals. "A Guidebook for the Pennsylvania Administrator."

Pennsylvania School Boards Association, Inc., Harrisburg.
Pub Date 71

Note—27p.; Reprinted from Gloucester, New Jersey, County Schools Service Bulletin No. 313

Available from—Pennsylvania School Boards Association, Inc., 410 North Third Street, Harrisburg, Pennsylvania 17101 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Guidelines, Newsletters, *News Media, Photocomposition, Photography, *Principals, Printing, *Public Relations, Reprography, Writing Skills

This report discusses what makes news, what people want to read, and how to write news releases or other informative bulletins and brochures. Also included are a description of principal-reporter-editor relations, some layout and typography data, and photography instructions. (JF)

ED 060 539 EA 004 101

School Expense in Fiscally Dependent School Systems Compared with Total City Expense, 1969-70.

Educational Research Service, Washington, D.C.

Pub Date Jan 72

Note—10p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (\$1.00, quantity discounts)

Journal Cit.—Educational Research Service Circular; n1 1972

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Educational Finance, Fiscal Capacity, *School District Spending, School Funds, *School Statistics, School Support, Statistical Data, *Tables (Data), *Urban Schools

This statistical report compares school expenses with total expenses for maintenance and operation of general governmental departments in cities of over 50,000 population that include school systems in city government costs. Reported in tabular form are (1) total payments for major functions, (2) total payments for schools, (3) cost per capita for major functions, (4) cost per capita for schools alone, and (5) percentage of total city expense allocated to schools. Annual data for 1965-70 are also given, by population grouping, indicating the cost per capita for schools and the percentage of total city expense allocated to schools. A related document is ED 049 533. (EA)

ED 060 540 EA 004 103

Castetter, William B. Heisler, Richard S.

Appraising and Improving the Performance of School Administrative Personnel.

Pennsylvania Univ., Philadelphia. Graduate School of Education.

Pub Date 71

Note—82p.

Available from—The Center for Field Studies, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania 19104 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Personnel, Administrator Characteristics, *Administrator Evaluation, *Administrator Qualifications, Administrator Responsibility, *Board of Education Policy, Boards of Education, *Educational Accountability, *Evaluation Methods, Guidelines, Performance Criteria, Planning

This monograph deals with the appraisal and improvement of school administrative personnel

performance. It attempts to help the reader understand what performance appraisal is, why it is essential in school organization administration, how an appraisal system functions, and how it can be made to work more effectively. In order to achieve these aims, the report integrates new concepts of performance appraisal from various streams of administrative thought with well established knowledge about administrative processes such as planning, organizing, leading and controlling. Observations from the behavioral sciences as well as from industrial management have been linked to those in educational administration and presented in the form of utilitarian propositions with the expectation that they will be of benefit to the practitioner. (Author)

ED 060 541 EA 004 107

Merriman, Howard O.

The Purpose and Problems of Public School Departments of Evaluation.

Pub Date Apr 72

Note—12p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, *Decision Making, Educational Accountability, *Educational Finance, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, *School Systems, Speeches

This speech describes the services ideally provided by an evaluation department, gives examples of actual services, outlines problems that evaluation departments face in delivering these services, and discusses the level of funding necessary to provide services required by both the community and the U.S. Office of Education. According to the report, departments of evaluation should, ideally, delineate, obtain, and disseminate information useful for making educational decisions. (Author/JF)

ED 060 542 EA 004 108

Shaw, Roger M.

The Assault upon State School Finance Systems: "Shades of Davey Crockett" or "The Third Domino To Fall."

Pub Date 13 Feb 72

Note—8p.; Speech given before American Association of School Administrators Annual Meeting. (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Assessed Valuation, *Court Cases, *Educational Finance, *Equal Education, *Equal Protection, *School Taxes, State Aid, Tax Allocation, Tax Rates

This report reviews the effects of recent court cases that struck down existing methods of school finance and presents a detailed discussion of the case *Demetrio P. Rodriguez et al vs San Antonio Independent School District et al*. The report gives the factual background of the case, states the issue, presents the court's decision, and sets forth the rationale behind the decision. The report notes that the Texas Legislature is currently being called upon to establish a school financing situation in keeping with the equal protection provisions of United States and of Texas Constitutions. (JF)

ED 060 543 EA 004 110

Miskel, Cecil Heller, Leonard E.

The Stability and Reliability of a Modified Work Components Study Questionnaire in the Educational Organization.

Pub Date Apr 72

Note—18p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Attitudes, Administrator Characteristics, Educational Administration, Educational Research, Factor Analysis, *Job Satisfaction, Organization, *Questionnaires, *Reliability

The investigation attempted to establish the factorial validity and reliability of an industrial selection device based on Herzberg's theory of work motivation related to the school organization. The questionnaire was reworded to reflect an educational work situation; and a random sample of 197 students, 118 administrators, and 432 teachers was made. Statistical procedures included varimax and maxplane factor analysis and Cronbach's item analysis. Six stable factors com-

posed of 56 items with reliabilities ranging from .73-.83 were isolated. Finally, the theoretical basis and similar psychometric properties in different organizational types are indicative of versatility for probing many provocative relationships related to work motivation. (Author)

ED 060 544 EA 004 112

Hickrod, G. Alan And Others

Definition, Measurement, and Application of the Concept of Equalization in School Finance. An Integration and Critique of School Finance Research Conducted on the Subject of Equal Educational Opportunity. An Occasional Paper. Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Feb 72

Note—82p; Occasional paper of the State Superintendent's Advisory Committee on School Finance

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Cases, Disadvantaged Groups, Educational Economics, *Educational Finance, *Equal Education, *Equalization Aid, Expenditure Per Student, Rural Urban Differences, *School Taxes, *State Aid, State School District Relationship, Urban Education

This paper explores definitional problems of the equalization concept in school finance, highlights some problems in the measurement of this concept, and discusses its application to current State educational fiscal policy matters. To define equalization, the report poses basic questions covering the concept, surveys school finance literature for appropriate responses, and then progresses to a series of graphic models. To aid in measuring the concept, a technique is outlined for measuring equalization, and some illustrations of the use of this technique are provided. (Author/JF)

ED 060 545 EA 004 113

Kaufman, Barbara, Ed. Lydiard, Beverly, Ed.

Kaleidoscope 5: A Descriptive Collection of Promising Educational Practices. Special Section: Adult Education.

Massachusetts State Dept. of Education, Boston. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—120p.

Available from—Bureau of Curriculum Innovation, 182 Tremont Street, Boston, Massachusetts 02111

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education Programs, *Curriculum Development, *Educational Environment, *Educational Innovation, Educational Practice, Experimental Programs, Guidance Services, Instructional Innovation, Parent School Relationship, Program Descriptions, School Administration, Special Education

Identifiers—Elementary Secondary Education Act Title III, Massachusetts

This issue of Kaleidoscope, which focuses on projects involving innovative educational changes, describes 90 programs in the elementary and secondary schools in Massachusetts. The projects cover a wide range of educational interests including school administration and environment, guidance and special needs programs, curriculum areas, and a special section of nine programs for adult education. Each project description includes a statement of objectives and content, some evaluative comments, a professional personnel breakdown, the approximate costs, and some information contacts. (RA)

ED 060 546 EA 004 114

An Experiment in Performance Contracting. Summary of Preliminary Results.

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Report No.—OEO-3400-5

Pub Date 1 Feb 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Disadvantaged Youth, *Educational Experiments, Evaluation Methods, Federal Programs, Mathematics Education, *Performance Contracts, Reading Skills, Standardized Tests

This report describes briefly the experimental design and presents the basic contract provisions. The experiment results reveal that performance contracting is no more successful than traditional

classroom methods in improving the reading and mathematics skills of poor children. Both control and experimental groups performed equally poorly in terms of overall averages. The report concludes that the evidence fails to indicate that performance contracting will bring about any great improvement in the educational status of disadvantaged children. (Author/JF)

ED 060 547 EA 004 115

Propst, Robert

High School: The Process and the Place. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Jan 72

Note—121p.

Available from—EFL, 477 Madison Avenue, New York, N.Y. 10022 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classroom Furniture, *Educational Environment, Educational Equipment, *Educational Facilities, *Educational Planning, Environmental Influences, *Flexible Facilities, *High School Design, Human Engineering, Interior Space, Learning Processes, Movable Partitions, Open Plan Schools, School Design, School Vandalism, Social Change, Social Environment, Space Utilization

This report invites examination of what the schoolhouse is and what it can be—an instrument to equip young people to cope with an increasingly complex world, enable them to contribute to the common good, and help them find joy in their own existence. The first section discusses traditional school design and how the knowledge explosion has made the structure and the organization of the school obsolete. The next section considers the values and purposes that an educational facility design should support. The idea of dynamic management of the school environment is proposed in the open space concept, as well as the kind of planning necessary for the successful utilization of open space schools. The concluding section discusses planning procedures for a live environment. (Photographs may reproduce poorly.) (Author/MLF)

ED 060 548 EA 004 116

Kravetz, Nathan

Quantity and Quality in the Planning of Educational Aid Programmes in Developing Countries.

The Fundamentals of Educational Planning: Lecture-Discussion Series No. 57.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-57-71

Pub Date Jan 71

Note—15p; Modified version of paper presented at Comparative and International Education Societies World Congress. (1st, Ottawa, Ontario (Canada), August 16-21, 1970)

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France). (\$0.25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Developing Nations, Educational Demand, *Educational Development, Educational Finance, *Educational Planning, *Educational Policy, Educational Resources, Educational Supply, Financial Support, Input Output Analysis, *Instructional Materials, Planning, Programmed Texts

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit focuses on the planning needs of education systems in developing countries, especially the need to optimize the benefits of educational aid programs. Related documents are EA 003 931-942. (RA)

ED 060 549 EA 004 117

Callaway, Archibald

Educational Planning and Unemployed Youth. Fundamentals of Educational Planning Series No. 14.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—IIEP-71-II-14-A

Pub Date 71

Note—48p; Also published in French

Available from—IIEP, 7 rue Delacroix, Paris XVI (France). (B-2942, \$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Developing Nations, Economic Development, *Educational Administration, Educational Economics, *Educational Planning, Job Training, Manpower Development, Population Trends, *Unemployed, Unemployment, Vocational Education, *Youth

This report is one of a series intended primarily for those engaged in or preparing for educational planning and administration (especially in developing countries) and for those government officials and civic leaders seeking a more general understanding of educational planning and its role in overall national development. This booklet discusses the extent and the characteristics of youth unemployment in developing countries. The author contends that unemployment among the educated is not the fault of education, but of the economy. As a solution, he proposes some economic reforms and expanded programs in vocational and out-of-school (nonformal) education. (RA)

ED 060 550 EA 004 121

Poignant, R.

The Relation of Educational Plans to Economic and Social Planning. Fundamentals of Educational Planning-2.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-66-II-2-A

Pub Date 67

Note—54p; Also available in French

Available from—UNIPUB, Inc., P.O. Box 443, New York, N.Y. 10016 (B.2320, \$1.00)

Document Not Available from EDRS.

Descriptors—*Developing Nations, Economic Development, Economic Factors, Educational Administration, *Educational Economics, *Educational Finance, *Educational Planning, Enrollment Trends, Expenditures, Financial Support, National Programs, *Social Planning

This booklet is one of a series primarily intended for those engaged in or preparing for educational planning and administration, especially in developing countries; and for those government officials and civic leaders who seek a more general understanding of educational planning and its role in overall national development. The text is concerned with methods of integrating plans for education with the plans for a country's economic and social development and emphasizes the financial framework of planning. The author draws on the experience of French planning to illustrate the general principles of social and educational planning. (RA)

ED 060 551 EA 004 122

Chau, Ta Ngoc

Demographic Aspects of Educational Planning. Fundamentals of Educational Planning-9.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-66-II-9-A

Pub Date 69

Note—86p; Also available in French

Available from—UNIPUB, Inc., P.O. Box 443, New York, N.Y. 10016 (B.2643, \$2.00)

Document Not Available from EDRS.

Descriptors—*Demography, *Developing Nations, Educational Administration, Educational Economics, *Educational Planning, Enrollment Projections, Geographic Distribution, Manpower Needs, *Population Distribution, *Population Trends, School Demography

This booklet is one of a series primarily intended for those engaged in or preparing for educational planning and administration, especially in developing countries; and for those government officials and civic leaders who seek a more general understanding of educational planning and its role in overall national development. The text examines three aspects of demographic analysis of concern to educational planners: (1) the age and sex distribution that enables the planner to measure the size of school-age population; (2) the distribution by economic activity that allows the planner to project manpower requirements; and (3) the geographic distribution that helps him choose types, sizes, and locations of schools. (RA)

ED 060 552 24 EA 004 141

Klawuhn, Raymond E. Basso, Alexander J.

Adapting and Testing Business Management Development Programs for Educational Administrators. Volume 1 of 6 Volumes. Final Report.

American Management Association, New York, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0793

Pub Date Jan 72

Grant—OEG-0-70-5073

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Business Administration, Decision Making, Educational Accountability, *Educational Administration, Educational Objectives, Leadership Training, Management, *Management Development, *Management Education, Management Systems, Organizational Change, Planning

Identifiers—Maryland, North Carolina

The American Management Association examined the feasibility of improving the effectiveness of educational institutions through business management principles. Target systems were the State Agency Executive Staff, the State Agency Division of Program Services, and two local districts each in Maryland and North Carolina. Each management team from the eight organizations was directed to apply business management principles to the management of their respective organizations. Some of the major difficulties encountered were the absence of a clearly defined decisionmaking process, excessive limitations on managerial discretion, and a propensity to state objectives in terms of processes rather than results. However, in each case, a commitment was made to longrange student-oriented objectives, the organizational structure was redesigned, the responsibilities were shifted to bring about accountability, and all participants gained new insights into their leadership responsibilities. Related documents are EA 004 142-146. (RA)

ED 060 553 24 EA 004 142

Klawuhn, Raymond E. Basso, Alexander J.

Adapting and Testing Business Management Development Programs for Educational Administration. Volume 2 of 6 Volumes. Appendix A-Roster of Participants and Meetings. Appendixes B-D: Planning Documents. Maryland SEA Executive Staff and Program Services. LEA, Harford County. Final Report.

American Management Association, New York, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0793

Pub Date Jan 72

Grant—OEG-0-70-5073

Note—223p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Personnel, *Business Administration, Educational Objectives, *Educational Resources, Management, *Management Development, *Management Education, Management Systems, Participation, *Planning, Planning Meetings, State Departments of Education

Identifiers—Maryland, North Carolina

This document is comprised of four appendixes that provide a portion of the materials utilized in the project to test the feasibility of adapting business management practices to educational institutions. Included are a roster of the participants from and meetings for the eight Maryland and North Carolina education agencies taking part and the educational planning process documents for three of the eight groups. Each planning process document states the mission, strengths, weaknesses, resources, and objectives of each agency. Related documents are EA 004 141 and EA 004 143-146. (RA)

ED 060 554 24 EA 004 143

Klawuhn, Raymond E. Basso, Alexander J.

Adapting and Testing Business Management Development Programs for Educational Administrators. Volume 3 of 6 Volumes. Appendix E-Planning Document: Maryland LEA, Prince George's Co., Appendix F-Planning Document: North Carolina SEA, Executive Staff. Final Report.

American Management Association, New York, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0793

Pub Date Jan 72

Grant—OEG-0-70-5073

Note—194p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, *Business Administration, Educational Objectives, *Educational Resources, Management, *Management Development, *Management Education, Management Systems, *Planning, State Departments of Education

Identifiers—Maryland, North Carolina

This document is comprised of two appendixes that provide a portion of the materials utilized in the project to test the feasibility of adapting business management practices to educational institutions. Included are the educational planning process documents for two of the eight participating management teams. Each planning process document states the mission, strengths, weaknesses, resources, and objectives of each agency. Related documents are EA 004 141-142, and EA 004 144-146. (RA)

ED 060 555 24 EA 004 144

Klawuhn, Raymond E. Basso, Alexander J.

Adapting and Testing Business Management Development Programs for Educational Administrators. Volume 4 of 6 Volumes. Appendix G-Planning Document: North Carolina SEA, Program Services. Appendix H-Planning Document: North Carolina LEA, Cabarrus County. Final Report.

American Management Association, New York, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0793

Pub Date Jan 72

Grant—OEG-0-70-5073

Note—197p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, *Business Administration, Educational Objectives, *Educational Resources, Management, *Management Development, *Management Education, Management Systems, *Planning, State Departments of Education

Identifiers—Maryland, North Carolina

This document is comprised of two appendixes that provide a portion of the materials utilized in the project to test the feasibility of adapting business management practices to educational institutions. Included are the educational planning process documents for two of the eight participating management teams. Each planning process document states the mission, strengths, weaknesses, resources, and objectives of each agency. Related documents are EA 004 141-143, and EA 004 145-146. (RA)

ED 060 556 24 EA 004 145

Klawuhn, Raymond E. Basso, Alexander J.

Adapting and Testing Business Management Development Programs for Educational Administrators. Volume 5 of 6 Volumes. Appendix I-Planning Document: North Carolina LEA, Laurinburg-Scotland. Final Report.

American Management Association, New York, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0793

Pub Date Jan 72

Grant—OEG-0-70-5073

Note—157p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Business Administration, Educational Objectives, *Educational Resources, Management, *Management Development, *Management Education, Management Systems, *Planning, State Departments of Education

Identifiers—Maryland, North Carolina

This document is comprised of an appendix that provides a portion of the materials utilized in the project to test the feasibility of adapting business management practices to educational institutions. Included is the educational planning process document for one of the eight participating

management teams. The planning process document states the mission, strengths, weaknesses, resources and objectives of each agency. Related documents are EA 004 141-144, and EA 004 146. (Pages 86-100 and 112-116 may reproduce poorly.) (RA)

ED 060 557 24 EA 004 146

Klawuhn, Raymond E. Basso, Alexander J.

Adapting and Testing Business Management Development Programs for Educational Administrators. Volume 6 of 6 Volumes. Appendix J-Evaluation Report, Maxwell School. Appendix K-Schematic of Planning Process and Narrative Description. Appendix L-Narrative Description. Final Report.

American Management Association, New York, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0793

Pub Date Jan 72

Grant—OEG-0-70-5073

Note—228p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Personnel, Administrator Attitudes, *Administrator Education, *Business Administration, Educational Programs, *Evaluation, Interviews, Management, *Management Development, *Management Education, Management Systems, Planning, Questionnaires, State Departments of Education

Identifiers—Maryland, North Carolina

This report constitutes an evaluation of the first year of a 2-year training program conducted by the American Management Association. The program focuses on organizational planning in two State educational agencies and involves the sequential implementation of three distinct, offsite, residential training efforts. The first of these, the Management Course for Presidents (MCP), was attended by the State Superintendent. The second program, Top Management Briefing (TMB), was administered to the top 24 administrators from the State agency and the 24 top administrators from pilot, local education agencies. The third program, the Educational Planning Process, was administered to organizational teams primarily composed of persons who attended the TMB. Analysis of interview and questionnaire data revealed that the training program did not change attitudes toward management and planning, and that some positive training effects occurred in role relationships and group standards. In addition, the organization that showed some effects or changes attributable to training was also consistently lower on all of the measurement variables than either the other Experimental State or the Control. Related documents are EA 004 141-145. (Author)

ED 060 558 24 EA 004 147

Cunningham, Donald J., Ed.

Paper and Symposia Abstracts, 1972 Annual Meeting.

American Educational Research Association, Washington, D.C.

Pub Date Dec 71

Note—166p.

Available from—American Educational Research Association, 1126 Sixteenth Street, N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Abstracts, *Conference Reports, Counseling, Curriculum Research, Discussion Programs, Educational Administration, Educational Finance, Educational History, Educational Objectives, *Educational Research, Educational Sociology, Evaluation, Instruction, Learning, Measurement Techniques, *National Organizations, Research Methodology, *Symposia

This compendium contains abstracts of approximately 700 papers which are classified under administration, curriculum and objectives, instruction and learning, measurement and research methodology, counseling and human development, history and historiography, social context of education, school evaluation and program development, or special interest groups. Related documents are ED 036 899, ED 036 900, ED 036 901, ED 036 902, and ED 052 152. (RA)

54 Document Resumes

ED 060 559 EA 004 148

Banghart, Frank W.
An Automated Inventory System for Educational Physical Facilities. A Technical Report.
Florida State Univ., Tallahassee. Educational Systems and Planning Center.
Report No—Doc-No-1031715
Pub Date 31 Oct 71
Note—41p.

Available from—Educational Systems and Planning Center, Dept. of Education Administration, Florida State University, Tallahassee, Florida 32306 (Document No. 1031715, \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, *Computer Oriented Programs, Data Bases, *Educational Administration, *Educational Facilities, *Facility Inventory, *Information Retrieval, Information Storage, Information Systems, Physical Facilities, Planning, Population Trends, State Departments of Education

The purpose of this study was to develop a computer-based automated inventory information retrieval system of educational facilities for grades K-12. This system will permit the Florida Department of Education to maintain a complete and current inventory of public school facilities. Though designed specifically for the Florida Bureau of School Facilities, the system is flexible enough to be adapted to other State education agencies or to individual school systems. (Table 3.2 may reproduce poorly.) (Author)

ED 060 560 EA 004 149

Molloy, Laurence And Others
Places and Things for Experimental Schools.
Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 72
Note—268p.

Available from—EFL, 477 Madison Avenue, New York, N.Y. 10022 (\$2.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Air Structures, Auditoriums, Building Conversion, *Classroom Furniture, *Community Schools, Construction Costs, Early Childhood Education, Educational Parks, *Experimental Schools, Flexible Facilities, Food Service, Furniture Design, Instructional Technology, *Open Plan Schools, Playgrounds, Resource Centers, *Space Utilization

Identifiers—Fastracking, Found Space, Joint Occupancy, Relocatable Facilities, Rescheduling
The information available on current developments in the planning and use of educational facilities is dispersed among many resources. This publication gathers up the scattered information on all the lively facilities topics and complements it with the names and addresses of prime information sources for interested public officials, planners, educators, students, and citizens. The document is intended to give access to the latest developments in educational facilities and their relationship to educational experimentation. (Photographs may reproduce poorly.) (Author)

ED 060 561 EA 004 150

Joint Conference of Public and Nonpublic School Superintendents. (Warrenton, Virginia, November 15-17, 1971.) Conference Summary.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 71
Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Equal Education, Federal Aid, Federal Programs, *Interinstitutional Cooperation, Interschool Communication, *Private Schools, *Public Schools, School Superintendents, School Taxes, State Church Separation, *Urban Education, Urban Schools

This report presents the issues and findings of this conference of superintendents from the 43 largest city school systems in the nation. The conference dealt with (1) communication and cooperation between public and nonpublic school educators and their respective school systems and (2) financing the public and nonpublic components of the educational enterprise. Each major issue was addressed in a 3-hour work session. The report includes digests of work session discussions, excerpts from the conference presentation by Commissioner Marland, conference reports by

Dr. Wright and Monsignor Habiger, an analysis of the conference evaluation made by the participants at the close of the conference, a job description of the new USOE post of Coordinator of Nonpublic Educational Services, and a list of conferees. (Author/JF)

ED 060 562 EA 004 151

Wing, Dennis R. W.
Survey of Teacher/School Board Collective Negotiations Legislation.

Education Commission of the States, Denver, Colo.

Report No—R-21

Pub Date Jul 71

Note—24p.

Available from—Education Commission of the States, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Negotiation, *Educational Legislation, Grievance Procedures, Negotiation Agreements, Negotiation Impasses, *Opinions, State Officials, *State Surveys, *Teacher Associations, Teacher Strikes

This report presents the results of an opinionnaire sent to leading State educational personnel in 26 States that have adopted legislation regulating teacher/school board collective negotiations. The opinionnaire gathered information concerning (1) the degree of adequacy of the legislation; (2) the respondents' indications of the most current crucial areas of teacher/school board negotiations in their States; and (3) some opinions on a number of general items of teacher/school board negotiations not restricted to the individual's own State. (Author/JF)

ED 060 563 24 EA 004 152

Survey and Analysis of Educational Information. Final Report.

Association for Educational Data Systems, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-7-0992

Pub Date Nov 70

Contract—OEC-1-7-070992-5022

Note—728p.

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—Computer Programs, Data Analysis, *Data Processing, Information Processing, Information Sources, *Information Storage, *Information Systems, *Information Utilization, School Districts, *State Departments of Education, State Surveys

This document reports the results of a study that surveyed and analyzed educational information at certain educational agencies to determine whether or not certain information items are presently maintained at various State departments of education and at certain large school districts. A summary of information maintained by each State department of education is provided including data relative to the form in which information is maintained, the information itself, the years for which it has been maintained in current form, the equipment used, the time of collection, the level of aggregation, the type of school, and the educational range. Another part of the report presents information by categories of items with specific information on the number of State departments of education maintaining information for each item on hard copy, punched cards, or magnetic tape. The report concludes by recommending that (1) efforts be made by State departments of education to bring uniformity to educational information and to its form of maintenance and (2) that this report be updated annually. Extensive appendixes, including computer printouts, are provided. (Appendix K may photograph poorly.) (Author/JF)

ED 060 564 EA 004 153

Noone, Donald J.

Teachers Vs. School Board.

Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.

Pub Date Feb 70

Note—129p.

Available from—Research Section, Institute of Management and Labor Relations, University Extension Div., Rutgers University, New Brunswick, New Jersey 08903 (\$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Board of Education Policy, *Boards of Education, Collective Negotiation, *Conflict, *Conflict Resolution, *Decision Making, Power Structure, *Teacher Administrator Relationship, Teacher Associations, Teacher Militancy

This report describes the historical process through which a public employer and the public employees in a school system ultimately reached a satisfactory level of mutual accommodation. Over a 20-year period, the gradual shift in the relative power of the parties produced a relationship from which at least some elements of conflict had been removed. Three time periods are discussed. At first, the behavior of the school board toward teachers was characterized by exclusion of the teachers from the decisionmaking process. Subsequently, the power differential declined, the teachers began to mobilize their collective power effectively, and forced the board to make concessions to which it would never before have consented. Finally, in the power differential elimination period, the union, first by a strike and then by association, and by issuing sanctions, demonstrated its willingness to disrupt the school system to achieve a share in the board's education decisionmaking. The implications of this research for boards of education and teachers are presented. (Author/JF)

ED 060 565 EA 004 154

Gilroy, Thomas P., Ed.

Dispute Settlement in the Public Sector. Research Series I.

Iowa Univ., Iowa City. Center for Labor and Management.

Pub Date 72

Note—64p.

Available from—Center for Labor and Management, College of Business Administration, Phillips Hall, University of Iowa, Iowa City, Iowa 52240 (\$3.00, quantity discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Arbitration, *Collective Negotiation, Conflict, *Conflict Resolution, Employment Problems, *Labor Problems, Negotiation Agreements, *Negotiation Impasses, State Laws Identifiers—Mediation

This report is comprised of a series of articles that discuss two areas of dispute settlement -- negotiation impasses and representation and unit determination problems. Arvid Anderson concentrates on the growing utilization of compulsory binding arbitration and reviews its present use. Harold Davey discusses the principles of effective conflict resolution and emphasizes the use of mediation and fact finding in contract negotiation dispute settlement. Thomas Gilroy points up the need for finality in dispute settlement where the strike is not allowed and offers as a possible alternative "final selection" or "either/or" arbitration. Morris Slavney addresses himself to the problems of representation and the establishment of bargaining units, drawing upon his experience with these issues. (Author)

ED 060 566 EA 004 155

Steele, Joe Milan House, Ernest R.

Curriculum Structure as Reflected in Perceived Cognitive and Affective Processes.

Pub Date Apr 72

Note—22p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Cognitive Objectives, *Cognitive Processes, *Curriculum, Curriculum Research, Discriminant Analysis, *Educational Research, Skill Analysis, Speeches, Student Behavior, Study Skills, *Units of Study (Subject Fields)

Three empirical dimensions of curriculum structure are presented in this study of the differences among subject areas in student perception of cognitive and affective classroom processes. Class Activities Questionnaire items were used to obtain data from 121 Illinois classes in science, mathematics, social studies, and language arts for grades 6-12. Discriminant analysis reveals the dimensions to be (1) interpreting versus analyzing in contrast to language arts versus mathematics; (2) synthesizing versus knowing in contrast to language arts and mathematics versus social studies and science; and (3) exploring versus evaluating in contrast to science versus social studies. It appears that these school subjects place distinctly different demands on students. (Author)

ED 060 567 EA 004 156

Leithwood, K. A. Russell, H. H.
Planned Educational Change: Developing an Operational Model.

Pub Date Apr 72

Note—43p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Curriculum Planning, *Educational Change, Educational Innovation, Educational Research, Evaluation, *Models, Organization, Organizational Climate, *Planning, Speeches

This speech presents a model for implementing educational change. The author conceptualizes seven temporally sequenced stages of educational change, including (1) agreement to begin; (2) establishment of an organization; (3) selection of problems and goals; (4) study of available solutions; (5) pilot trials; (6) adopt, adapt, reject decisions; and (7) field trial. Within each stage of change implementation, one or more change components must be present before implementation can proceed to the next stage. These components are features found to be critical to change and include (1) climate for change, (2) academic-practitioner interaction, (3) roles for evaluation, (4) program development strategies, (5) interschool cooperation, (6) countrywide communication networks, and (7) teacher responsibility for change. (Author/RA)

ED 060 568 EA 004 157

Bickner, Robert E. Mood, Alexander
Some Problems Associated with Nationwide Evaluation and the Formulation of Educational Policy.

Pub Date Apr 72

Note—11p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, *Educational Objectives, *Educational Policy, *Educational Research, *Evaluation Methods, Federal Government, Federal State Relationship, *Policy Formation, Research Methodology, Social Change, Speeches, State School District Relationship

This speech highlights some of the problems of translating research findings, regardless of the research methodology used, into educational policy at the national level. The author discusses the problems of (1) the division of responsibility for education among Federal, State, and local governments; (2) the lack of consensus about educational objectives; (3) the policymakers' lack of faith in new research findings; and (4) the rapid pace of change in the world today. He suggests some ways for alleviating these problems. (JF)

ED 060 569 EA 004 158

Rush, Donald E. And Others
Cooperative Curriculum Evaluation: Application of a Theoretical Curriculum Evaluation Model.

Pub Date 7 Apr 72

Note—10p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Programs, *Curriculum Evaluation, *Data Collection, *Educational Programs, Educational Research, Evaluation, *Inservice Education, Models, Professional Personnel, School Personnel, Speeches

This speech reports a systematic attempt at a cooperative curriculum evaluation in northwestern Indiana involving 56,000 students, 2,500 teachers, and approximately 900 administrators in the Indiana suburban area of Chicago. The major objective was to systematically train and use classroom teachers and administrators to operationalize a curriculum evaluation model. The data would indicate that competent professionals can be trained to play an effective role, their training can be utilized as an inservice component of an overall evaluation, and that this cadre can provide a population of proprietorial professionals to deal with the final evaluation reports. (Author)

ED 060 570 EA 004 161

McLure, William P.
Chief Justice Wright, the California Supreme Court, and School Finance: Has the 14th Done It Again?

Pub Date 14 Feb 72

Note—8p.; Paper presented at American Association of School Administrators Convention. (Atlantic City, New Jersey, February 14, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Cases, Disadvantaged Groups, *Educational Finance, *Equal Education, Equalization Aid, Equal Protection, *Expenditure Per Student, Rural Urban Differences, *School Taxes, Speeches, *State Aid, State School District Relationship, Tax Rates

This paper discusses some of the questions and issues implied in the California Serrano vs Priest decision. Note is made that if courts adopt a strict definition of uniformity as a criterion of equality, States may have to abandon local taxes and establish systems of full State funding plus federal aids. On the other hand, if courts adopt dynamic criteria of equalization, with some tolerance between the highest and lowest expenditure per unit of comparable need, States might, with some reform, retain local-State-federal participation. The author indicates that federal general aid to education will become increasingly important in the future. (JF)

ED 060 571 EA 004 162

Harman, G. S.
Pressure Groups and Education Policy and Administration in Australia.

Pub Date May 71

Note—16p.; Paper presented at ANZAAS Congress. (Brisbane, Australia, May 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Community Control, *Education, *Policy Formation, Political Influences, *Politics, Public Policy, *School Community Relationship

Identifiers—*Australia

This report discusses the role and function of pressure groups with regard to policy formation and implementation in Australian education. It is addressed to the scholar interested in gaining further insight into the structure and operation of the political and educational systems, as well as to those engaged or involved in the whole educational enterprise; and to those who seek to achieve changes in education policy and its method of being administered or to retain the status quo. (Author)

ED 060 572 EA 004 165

Hudson, C. Cale
Understanding Public School Finance in Nebraska, 1971-1972.

Nebraska Univ., Lincoln. Dept. of Educational Administration.
Pub Date 71

Note—47p.

Available from—University Extension Division, 511 Nebraska Hall, 901 North 17th Street, Lincoln, Nebraska 68508 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Equalization Aid, Expenditure Per Student, Guidelines, *School Taxes, *State Aid, State School District Relationship, Tax Rates

Identifiers—*Nebraska

This booklet is concerned with the functioning of the State and local programs for financing public schools in Nebraska. Its purpose is to encourage more people to study the problem of educational finance both in practice and in theory. Discussion focuses on the School Foundation and Equalization Act of 1967. This legislation transferred part of the property tax burden to a sales and income tax thus creating greater equality of financial ability to support education among the school districts. Instructions and examples are provided that permit calculation of a school district's financial entitlement from the School Foundation and Equalization Act. (Author/JF)

ED 060 573 EA 004 172

Greenfield, T. Barr
Developing and Assessing Objectives for School System Planning. A Report.

Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Administration.

Spons Agency—York Borough Board of Education, Toronto (Ontario).

Pub Date 72

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Cognitive Objectives, Communication Skills, Cultural Environment, Decision Making, Educational Administration, *Educational Objectives, *Educational

Planning, *Evaluation, Individual Development, Planning, *Surveys

This study reports the findings of a survey taken in May 1971 to identify and assess educational objectives in York Borough. The first section of the report discusses objective setting in relation to planned decisionmaking in schools and demonstrates why objectives are important in planning. The next sections of the report describe the design and findings of the survey. The remaining sections summarize the findings and discuss their implications for educational planning in York Borough. (Author)

ED 060 574 EA 004 174

PPBS and the School: New System Promotes Efficiency, Accountability. Education U.S.A. Special Report.

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—59p.

Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock #411-12810, \$4.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Budgeting, *Educational Accountability, Educational Administration, Management Development, Management Information Systems, *Management Systems, Planning, Programming, Staff Improvement, Surveys, *Systems Approach, *Systems Concepts

Identifiers—*Planning Programming Budgeting Systems, PPBS

This report explores the pros and cons of the PPBS management tool. It gives specific examples from school systems and describes steps in each element of PPBS, stressing (1) planning to involve everyone in formulation of instructional and noninstructional goals, (2) programming to give every school program an accomplishment that can be measured within a given time and under specific conditions, and (3) budgeting to allocate money not by line elements but by programs. The report also cites the experiences of school districts currently engaged in some form of PPBS and gives detailed recommendations for staff development and retraining in PPBS procedures. (Author/RA)

ED 060 575 EA 004 180

Speicher, Dean
Can Teacher Evaluation Be Made Meaningful?

Pub Date Feb 72

Note—14p.; Paper presented at American Association of School Administrators Annual Meeting. (Atlantic City, New Jersey, February 11-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board of Education Policy, Boards of Education, *Effective Teaching, *Evaluation Criteria, Evaluation Methods, Guidelines, *Instructional Improvement, Speeches, *Teacher Evaluation, *Teacher Supervision

This paper presents, in outline form, highlights from the AASA annual meeting clinic on teacher evaluation. The report presents (1) an overview of teacher evaluation, (2) the components of an effective evaluation plan for instructional personnel, and (3) a strategy for developing an effective teacher evaluation plan in a school system. (JF)

ED 060 576 EA 004 190

Barrows, Thomas S.
Evaluation Problems in Performance Contracting.

Pub Date 28 Jan 71

Note—11p.; Revision of a speech given before New York State Council for Administrative Leadership. (House of Representatives, January 28, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Experiments, *Educational Innovation, *Evaluation Criteria, *Evaluation Methods, Item Sampling, *Performance Contracts, Speeches, Testing, *Test Interpretation, Test Selection

This speech discusses performance contracting as educational research, notes some evaluation problems, and proposes solutions to these problems. The term performance contracting, according to the report, denotes an administrative rather than an instructional innovation. The author observes that the understanding of instruction and learning derived from contracts is minimal because strategies are chosen on

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atheoretical bases and no provisions for generalization are made. Aggregate performance indexes are presented as superior to individual ones, and item sampling is suggested. (Author)

EC

ED 060 577 EC 041 414
Jensen, Arthur R.

A Two-Factor Theory of Familial Mental Retardation.

California Univ., Berkeley.
Pub Date 71

Note—19p.; Paper presented at the International Congress of Human Genetics (4th Paris, France, September 9, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Ability, *Educable Mentally Handicapped, *Intelligence Level, Mentally Handicapped, *Socioeconomic Influences, *Theories

The two-factor theory proposed concerns familial mental retardation, in which retardation is mild (IQ 50-70) and persons appear clinically normal with no signs of neurological damage. It is stated that persons in this IQ range differ greatly in vocational, social, and other non-scholastic abilities, and that these differences are only slightly related to IQs obtained by standardized tests. Children of low SES status are seen to show the greatest discrepancy between non-academic abilities and their low IQs. Two broad types of mental ability are delineated: Level I, the non-academic skills (non-transformational learning and retention), and Level II, the academic (intelligence, i.e., analytic understanding, reasoning, abstraction, conceptual thinking). Level II includes the processes generally measured by intelligence tests. Retarded low SES children are found to be superior in Level I ability to middle SES children of similar IQ. Level I and II abilities in the general population are analyzed, as are the nature of the relationship between the Levels, and the physiological basis of Level I and II abilities. (KW)

ED 060 578 EC 041 415

Beckman, Kenneth R.

Characteristics of the Child with Learning Disabilities.

Illinois State Univ., Normal. Dept. of Special Education.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date 68

Note—14p.; Speech given at the workshop on Learning Disabilities-Identification and Remediation (Chicago, Illinois, January 13, 1968)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Behavior Problems, *Class Management, *Learning Disabilities, Student Behavior

The discussion, addressed to teachers, enumerates and describes behavioral characteristics which are commonly attributed to the learning disabled child. Characteristics covered include hyperactivity, dis-inhibition, inability to handle frustration (catastrophic reaction), perseveration, distractibility or reaction to detail, intensity of response, rigidity (insistence on status quo), guilelessness, awkwardness, destructiveness, and social immaturity. Brief suggestions are made to the teacher for handling classroom behavior problems arising from these particular characteristics. (KW)

ED 060 579 EC 041 416

Abbott, Betty, Comp.

Scales and Tests for Evaluating Children with Learning Disorders.

McFarland Mental Health Zone Center, Springfield, Ill.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date May 70

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, *Exceptional Child Services, Intelligence Tests, *Learning Difficulties, Perception Tests, Reading Tests, Screening Tests, *Testing

Scales and tests for evaluating children with learning disorders are listed by type of test and

by characteristics investigated. Types of tests listed are individual intelligence tests, developmental charts, readiness tests, and language evaluation instruments. Tests are also included for investigating visual motor development and functioning, auditory-verbal development and functioning, and reading and spelling. Sixty-six items comprise the list, and addresses of test publishers are given. (RJ)

ED 060 580

Regal, Jacob, Ed. And Others

The Exclusion of Children from School - The Unknown, Unidentified, and Untreated.

Council for Children with Behavioral Disorders.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-0-70-3126(603)

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attendance, Disqualification, Dropouts, Economically Disadvantaged, *Exceptional Child Education, Expulsion, Handicapped Children, *Legal Responsibility, Minority Groups, *Out of School Youth, *School Role, Suspension, Withdrawal

Children who have been excluded from school for physical, mental, or emotional handicaps or who have simply never been enrolled as a result of parental neglect or school discouragement are the focus of the discussion. Schools are charged with getting rid of undesirable pupils (truant, long-haired, or other non-conforming students) through legal and illegal exclusions or lack of follow-up and concern. The lack of special services is mentioned as contributing to the dropout rate and to failure. Exclusions based on age or diagnosis, harassment by physical or psychological methods, and the lack of educational resources are described. The past educational history of a child is said to be the best predictor of whether a child will be a school attender. The plight of the poor, the handicapped, and the minority groups is considered with the suggestion that professional educators should be willing to develop enough strategies so that no child will be excluded from the system. (RJ)

ED 060 581 EC 041 476

Jordan, June, B., Ed. Robbins, Lynn S., Ed.

Let's Try Doing Something Else Kind of Thing:

Behavioral Principles and the Exceptional Child.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72

Note—144p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 (\$5.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Change, Behavior Rating Scales, *Charts, Conference Reports, *Exceptional Child Education, Gifted, Handicapped Children, *Precision Teaching, *Teaching Methods

The document, intended to convey some practical application of behavior principles to teachers and teacher educators involved with exceptional children, is a synthesis of the 12 presentations from the CEC Invisible College on the Application of Behavioral Principles in Exceptional Child Education (March 25-26, 1971). Although all were behaviorists, the majority of the participants belonged to the precision teaching school. Thus, most of the chapters focus on techniques and applications of precision teaching, including use of the standard behavior charts. Specific topics include the history and development of precision teaching, students' individualized curricula, the setting of aims (proficiency levels), behavior modification applied to speech therapy, implications of the behavioral approach for the education of the gifted, training parents to teach their deaf-blind children using behavior modification procedures, description of a laboratory school for problem children, precision teaching used with culturally different groups, parent-teacher cooperation, teacher training materials, and charting program maintenance in school systems for reinforcement and justification purposes. (KW)

ED 060 582 EC 041 477

McLaughlin, John A. Stephens, Will Beth

Long Term Memory in Normals and Retardates.

Temple Univ., Philadelphia, Pa.; Texas Univ., Austin.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Educable Mentally Handicapped, *Exceptional Child Research, *Memory, Mentally Handicapped, Prediction, *Retention

The study sought to determine if relationships existed among Piagetian measures of reasoning and memory, and if development of the memory process in normals and retardates is identical. Subjects were 48 normals (IQ 90-110) and 48 retardates (IQ 50-75), all CA 8-20 years. A battery of assessments, including conservation, spatial imagery, and memory tasks, was presented on three recall occasions. The first time, an arrangement of geometric shapes was shown to subjects, who were then asked to draw the configuration from memory. One week and 6 months later, subjects were asked to draw from memory then reconstruct from a random assortment the configuration. While normals performed better on all recall occasions, over 6 months the rate of decrement on both memory assessments (reconstruction and evocation) was the same for both groups, suggesting that a short term memory deficit evidenced in immediate recall is the major differentiator between normals and retardates. Analysis also indicated that both Piagetian measures of reasoning and standard measures of intelligence (WISC or WAIS) added to the prediction of memory, with the Piagetian reasoning measures the most efficient predictors. (KW)

ED 060 583 EC 041 478

Ackerman, Marc J.

Group Therapy Readiness Using Operant

Techniques with Mental Retardates.

Georgia Univ., Athens.

Pub Date 72

Note—11p.; Paper presented at the AERA Convention (Chicago, Illinois, April 7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Exceptional Child Research, Group Therapy, *Mentally Handicapped, *Operant Conditioning, Social Adjustment, *Trainable Mentally Handicapped

Following 4 weeks of unsuccessful conventional therapy, five trainable mentally retarded males (CA 7-12 years) were placed in a behavior modification group-therapy-readiness program (BMP). Immediate gratification, short range delayed gratification, and long range delayed gratification were used. Teachers were encouraged to continue the BMP in their classrooms. Desirable behavior was exhibited significantly more often (p less than .005) during the BMP than before. There was no significant difference between the BMP sessions and followup sessions. Extinction was avoided through the use of varied reinforcement schedules and cooperation of the teachers. Operant techniques successfully readied mental retardates for a group therapy setting. (Author)

ED 060 584 EC 041 479

Doty, Barbara A.

Teaching Mothers to Use Behavior Modification

Techniques with Their Mentally Retarded Children.

North Central Coll., Naperville, Ill.

Pub Date 72

Note—5p.; Paper presented at the AERA Convention (Chicago, Illinois, April 7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Exceptional Child Research, *Mentally Handicapped, Mothers, Parent Education, *Parent Role, *Trainable Mentally Handicapped

The project taught mothers to apply behavior modification techniques to their mentally retarded children's behaviors. Subjects were 16 trainable retarded children (mean MA 4.3 years, mean CA 5 years), living at home, and their mothers, who were randomly assigned to experimental (E) or control (C) groups. C mothers were told to ask their children to obey them, but received no modification training. E mothers underwent 9 days of laboratory training in elicitation of obedience using behavior modification techniques with a 100% reinforcement schedule, followed by 6 months of using the techniques at home to encourage obedience and shape respon-

ses. Evaluation showed that E mothers applied correct reinforcements more often (p less than .01) and elicited appropriate responses in their children more frequently (p less than .01) than did C mothers. In addition, E mothers continued to elicit obedience on command and successfully shaped responses in their children other than obedience, with schedules of partial reinforcement. (KW)

ED 060 585 EC 041 513

Plowman, Paul D.

California Mentally Gifted Minor Program: A Brief History.

California State Dept. of Education, Sacramento.

Pub Date Oct 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Trends, *Exceptional Child Education, *Gifted, Historical Reviews, Program Descriptions, *State Programs
Identifiers—California

The report concerns the California Mentally Gifted Minor Program, in which the state, through guidelines, consultant service, and extra funds, encourages school districts to provide qualitatively different and appropriate learning experiences for children in the upper 2% of general mental ability. The report outlines the historical roots and development of the program from 1925 to 1971, reviews major contributions of developmental projects made possible through USOE Cooperative-Research and Title V, Elementary and Secondary Act funds, and describes the current status of the program. Description of current status covers enrollment and expenditures, types of programs, concern for culturally disadvantaged underachieving gifted students, current program problems, suggested solutions, and trends. (KW)

ED 060 586 EC 041 514

Principles, Objectives, and Curricula for Programs in the Education of Mentally Gifted Minors—Kindergarten Through Grade Twelve.

California State Dept. of Education, Sacramento.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—141p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Design, *Educational Objectives, Educational Philosophy, *Exceptional Child Education, *Gifted

The volume purports to define the structure and substance of special educational provisions offered to California gifted children (in the upper 2% of general mental ability). Following a review of California's program of special education for the gifted, the nature of special education for the gifted is defined in terms of principles, needs, and student and teacher behavioral objectives. Content, concepts, and learning tasks in the various subject areas and grade levels are summarized. Critical issues in the education of the gifted examined include both societal and school-related issues. Discussion of the evaluation of curriculum and instruction covers goals and problems of program evaluation, and assessment of characteristics of the gifted. (KW)

ED 060 587 EC 041 515

Morrison, Charlotte

Science: Curriculum Guide for Teaching Gifted Children Science in Grades One Through Three.

California State Dept. of Education, Sacramento.

Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Earth Science, *Ecology, *Exceptional Child Education, *Gifted, *Primary Grades, Sciences
Identifiers—California

The curriculum guide for teaching science to gifted primary grade children in California focuses on natural science, with an emphasis on ecology. Provided are a general overview of the unit, a set of behavioral objectives, a list of generalizations and concepts, a sample teaching-learning plan for the complete unit, and eight sample lesson plans. Each lesson takes up a different ecological topic: substratum, animal movement, seed dispersal, temperature's influence on environment, light, food, water, and erosion. Each lesson plan includes behavioral objectives, teaching strategies, suggested questions and activities, and suggested resource materials. (KW)

ferent ecological topic: substratum, animal movement, seed dispersal, temperature's influence on environment, light, food, water, and erosion. Each lesson plan includes behavioral objectives, teaching strategies, suggested questions and activities, and suggested resource materials. (KW)

ED 060 588

EC 041 516

Muir, Raquel

Science: A Unit on Microbiology; Curriculum Guide for Teaching Gifted Children Science in Grades Four Through Six.

California State Dept. of Education, Sacramento.

Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, *Curriculum Guides, *Exceptional Child Education, *Gifted, *Intermediate Grades, *Microbiology, Sciences
Identifiers—California

The curriculum guide for teaching science to gifted intermediate grade students presents material to be used for a unit on microbiology, as well as suggestions for a second unit on the subject. Examined in the unit are the structures, functions, growth, development, uses, and environments of different kinds of microorganisms, with an emphasis on bacteria. The first section of the guide, intended for teachers, presents suggested instructional approaches for teaching microbiological concepts and covers both the range of subject matter content and behavioral objectives. The second section, Suggested Learning Activities, is addressed to the student and contains four sample lessons. The third section, meant to be used by both teacher and student, defines scientific and technical terms, presents certain aspects of the classification of microorganisms, and provides directions for 10 technical procedures used in the projects suggested in the guide. Also listed are some resources and references, and recommendations concerning further study in microbiology. (KW)

ED 060 589

EC 041 517

Nicholson, Margaret And Others

Teaching Gifted Students Literature and Language in Grades Nine Through Twelve.

California State Dept. of Education, Sacramento.

Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English, *Exceptional Child Education, *Gifted, *High School Students, Literature, Program Design, Teaching Methods

The examination of literature and language instruction for gifted senior high school students begins with an explanation of the philosophy of such an instructional program. Each general discussion of subject matter content (literature and language) is followed by specific examples of how to develop higher intellectual skills in each area. Additional chapters treat the kinds of students gifted in English, operational and administrative procedures in conducting literature and language programs for the gifted, and the evaluation of English gifted programs. (KW)

ED 060 590

EC 041 518

Hauck, Barbara

Social Sciences: Curriculum Guide for Teaching Gifted Children Social Sciences in Grades One Through Three.

California State Dept. of Education, Sacramento.

Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Environmental Influences, *Exceptional Child Education, *Gifted, *Primary Grades, *Social Sciences
Identifiers—California

Major social science themes for the primary grades in California center on the child's immediate environment and relationships. Focused upon in this curriculum guide for teaching social

sciences to gifted primary grade students is the subtopic of the interactions between man and his environment, or how the natural environment affects people and is controlled by man. Social science content, skills, and behavioral objectives are enumerated. Teaching techniques are suggested, and both a sample unit plan and a sample lesson plan on the third grade level are presented. (KW)

ED 060 591

EC 041 519

Popham, Donald F.

Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Ten Through Twelve.

California State Dept. of Education, Sacramento.

Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Exceptional Child Education, *Gifted, *High School Students, *History
Identifiers—California

The curriculum guide for gifted senior high school students presents an exemplary course of study in United States history at the 10th grade level. Each chapter deals with a different aspect of the course of study: changes in social structures, development of a sense of nationality, enslavement and mistreatment of Negroes, concentration of power in America, and foreign relations. Specified for each topic are behavioral objectives, content and concepts to be covered, selected references, and activities. (KW)

ED 060 592

EC 041 542

Reed, Ellen Skinner

Expressive Oral Language Lesson Plans for the Trainable Mentally Retarded - Suggestions for a Unit Approach.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date [71]

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Language Instruction, *Lesson Plans, Mentally Handicapped, *Trainable Mentally Handicapped, Verbal Learning, *Vocabulary Development

Presented are 45 lesson plans for teaching expressive oral language to trainable mentally retarded students. Lessons cover the following major topics: self concept, shape and color, simple protective directions, names of furniture, clothing, and animals and their sounds. Each lesson plan includes a list of materials needed, how to arrange the class, the learning activity, directions for drill on the subject, and closing activity to terminate the lesson. (KW)

ED 060 593

EC 041 543

Characteristics of Hearing Impaired Students Under Six Years of Age, United States: 1969-70.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Pub Date Feb 72

Note—49p.; Series D, Number 7

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Groups, *Aurally Handicapped, *Educational Programs, Hearing Loss, *National Surveys, *Preschool Children, *Statistical Data

Data from the Annual Survey of Hearing Impaired Children and Youth are given on the characteristics of approximately 6,400 students under 6 years of age enrolled in special education programs for the hearing impaired during the 1969-70 school year. Statistical tables describe the age, sex, and hearing threshold levels (better ear averages) of the children. Also provided is information concerning type and size of educational programs attended, age at onset of hearing loss, age started education, and whether parents are receiving training to assist in the education of their children. (KW)

ED 060 594

EC 041 544

Collingswood, Thomas R.

Survival Camping: A Therapeutic Mode for Rehabilitating Problem Youth.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date [71]

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *Camping, *Delinquents, *Emotional Development, *Exceptional Child Services, Males, Physical Activities, Program Descriptions, *Rehabilitation Programs

The report details specifics of developing and implementing a rugged 3-week camping program for problem boys (delinquents and dropouts) ages 15-18 years. The survival camping experience functioned as an integrated part of the total rehabilitation agency. Described is how the camping program is therapeutic in the sense that the youths learn effective physical, intellectual, and emotional-interpersonal behaviors and undergo an intensive success experience, with increased feelings of self respect and responsibility resulting. Also described are staff selection and training, camp stages and process, and organizational considerations related to the rehabilitation agency program and to community resources. A section on program assessment explains how the effect of the program on the participants was evaluated, lists the measuring instruments used, and concludes that the camping program made a substantive impact on the participants (physically and emotionally) and facilitated behavioral and attitudinal changes relevant to rehabilitation success vocationally and avocationally. (KW)

ED 060 595 EC 041 545

Findley, Warren G. Bryan, Miriam M. Ability Grouping: 1970 - Status, Impact, and Alternatives.

Georgia Univ., Athens. Center for Educational Improvement.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Grouping, *Grouping (Instructional Purposes), Minority Groups, Research Reviews (Publications), *Special Classes, *Student Placement, Surveys, Testing, *Test Validity

The examination of the use of ability grouping of students begins with presentation of the questionnaire responses from 328 school districts concerning how and how much ability grouping is practiced within their systems, on what basis students are assigned to groups, and how many poor or non-white students are involved. Following is a summary of research relevant to the impact of ability grouping on school achievement, affective development, ethnic separation, and socioeconomic separation. Consideration of the problems and utilities involved in the use of tests for grouping children with limited backgrounds focuses on test reliability and validity, cultural bias, publishers' test information, and use of tests with disadvantaged and Mexican American groups. The final section contains a series of brief accounts of alternative strategies to ability grouping. (KW)

ED 060 596 EC 041 546

Satz, Paul Friel, Janette Some Predictive Antecedents of Specific Learning Disability: A Preliminary One Year Follow-Up.

Florida Univ., Gainesville. Neuropsychology Lab. Pub Date [72]

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Diagnostic Tests, *Exceptional Child Research, *Identification, *Kindergarten Children, *Learning Disabilities, Longitudinal Studies, Males, *Predictive Measurement, Reading Difficulty

Based on a conceptualization of specific learning disability within a developmental rather than disease model, the longitudinal research project attempted to assess early indices of later reading disability. Kindergarten boys (N equals 474) were tested at the beginning of the school year on a number of developmental and neuro-psychological tests (predictors). At the end of the year, preliminary followup consisted of classification of the students by their teachers into High Risk and Low Risk criterion groups for potential learning disability (the true criterion would be third grade reading achievement scores). Purpose of the clas-

sification by teachers was to obtain preliminary criterion estimates of subsequent learning disability in order to determine the predictive validity of the independent variables (the tests administered earlier). Results showed high concordance between predictor measures (tests) and teacher classifications: tests correctly classified 78.4% of the children classified as High Risk, and 82.7% of the Low Risk children, suggesting that correct identification can occur even before formal reading instruction. Highest discriminating variables were Finger Localization test, socioeconomic status, Dichotic Listening total recall, and Peabody Picture Vocabulary Test. (KW)

ED 060 597 EC 041 547

Falck, Vilma T.

Auditory Processing.

University of St. Thomas, Houston, Tex.

Pub Date 72

Note—8p.; Paper presented at the Meeting of the Supervisors of the Deaf (San Antonio, Texas, January 20, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Perception, *Aurally Handicapped, Educational Diagnosis, Educational Planning, *Exceptional Child Education, Perception, Teacher Role

The paper urges educators to take a renewed view of the problems and implications associated with auditory impairment in the student. Helping a child learn to utilize incoming information efficiently is seen as a problem of management. The processing of auditory information is briefly considered in the determination of what is entailed in the management of learning processes. Educators of the deaf are advised to evaluate each part of the mediating process which occurs between stimuli reception and subsequent behavior to insure that no obstacles to learning remain unidentified. It is said that the answer to the question of why a child cannot hear must consider such aspects of perception as a signal reception, signal analysis and acceptance, signal retention, signal synthesis and integration, and signal convergence and divergence. After this attention to auditory processing, appropriate rehabilitative educational programs can then be developed. (KW)

ED 060 598 EC 041 548

Hitti, Fred J. And Others

Computer-Managed Testing: A Feasibility Study with Deaf Students.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jul 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, *Computers, *Exceptional Child Research, Nonverbal Tests, *Testing, *Test Reliability, Young Adults

Identifiers—Ravens Progressive Matrices Test
The feasibility of administering some tests directly under computer management was investigated with Raven's Progressive Matrices Test (RPMT), a nonverbal test of general aptitude, chosen as the instrument for the study. Subjects were 76 deaf students in a vocationally-oriented postsecondary educational program. Half of the subjects were tested under conventional group procedures, and half under computer-managed conditions. Both groups were retested 12-28 days later under computer-managed conditions. Three major objectives were to determine: if performance was affected by mode of presentation; whether, under untimed conditions, time required to complete the test varied under the two conditions; and the coefficient of stability of the RPMT. Mode of presentation was found to be unrelated either to student performance of time taken to complete test, demonstrating that use of computers in testing does not affect test results and establishing the feasibility of using computers to administer, score, and report selected standardized tests. Evaluation of the RPMT showed it to be a useful backup test but not reliable enough a test on which to exclusively base educational decisions. (KW)

ED 060 599 EC 041 549

Lacey, David W.

A National Survey of Career Development Programs in Residential Schools for the Deaf.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Sep 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, Educational Programs, Educational Trends, *Exceptional Child Education, Manpower Needs, Professional Education, *Residential Schools, Statistical Data, *Surveys, *Vocational Education

Surveyed were 66 residential schools for the deaf concerning career development programs at the schools, as perceived by superintendents. Comprehensive career development services were seen to include vocational instructional programs, vocational counseling, vocational evaluation, referral services, and placement services. Statistical data obtained covered current career development services in residential schools in 1970, projected career development services for 1971-76, and superintendents' perceptions of projected professional manpower and training needs, including appropriate curricula and professional preparation for vocational teachers and counselors. Information obtained was related to implications of labor market trends for vocational curricula and employment of deaf persons. (KW)

ED 060 600 EC 041 550

Stuckless, E. R. Enders, M.

A Study of Selected Support Services for Postsecondary Deaf Students in Regular Classes.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Dec 71

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Aurally Handicapped, *College Students, Communication Skills, Deaf Interpreting, *Exceptional Child Education, Receptive Language, *Regular Class Placement, *Services, Tutoring

The study of the use made by deaf students in regular college classes of selected support services involved 84 deaf students at the National Technical Institute for the Deaf who were cross-registered in various courses for hearing students at the Rochester Institute of Technology. Students' use and perceptions of four support services were investigated: interpreting, notetaking, tutoring, and text books. Student responses, together with information on their receptive communication skills and course grades, were used to answer questions concerning: degree of use of the four services, how students use the services, how students perceive the relative importance of the services in different courses, and whether responses varied as a function of the College in which the student took the regular courses, as a function of their receptive communication skills, or as a function of the grades received. Used in order of frequency were interpreters, textbooks, shared notes, and tutoring. Extent and type of services used were related slightly to type of course, and more so to receptive communication skills and grades received. No specific conclusions were drawn. (KW)

ED 060 601 EC 041 551

Stuckless, E. R. Enders, M.

Three Studies of the Structural Meaning of English for Postsecondary Deaf Students.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jan 72

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, *Cloze Procedure, College Students, Diagnostic Tests, *Exceptional Child Research, *Language Ability, *Language Tests, Sentence Structure

Three studies were conducted concerning the skills of deaf postsecondary students in recognizing and manipulating linguistic structures in written language. The first study was a pilot study dealing with the deaf student's ability to identify structural units in written language. The second two studies, concerning the cloze procedure, examined the technique as a possible adjunct to a battery of language assessment instruments and assessed its usefulness as an instructional tool for

possible incorporation in remedial language programs. Conclusions were that syntax recognition was too simplistic an approach to assessing linguistic ability of the students, and that the cloze technique, while more inclusive, was too general an indicator of overall language proficiency. Cloze was seen as a useful adjunct to, but not replacement for, a battery of tests for assessing language skills of deaf students. As an instructional technique, it was concluded that use of cloze should be left to the discretion of the teacher and tailored to the student's needs as interpreted by the teacher. (KW)

ED 060 602 EC 041 647

Rosenstein, Joseph And Others

A Survey of Educational Programs for Deaf Children with Special Problems in Communication in New York State. Final Report.

New York State Education Dept., Albany. Div. for Handicapped Children.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—P-JH-30-67-003A

Pub Date 67

Note—130p.

EDRS Price MF-\$0.64 HC-\$6.58

Descriptors—*Aurally Handicapped, Cognitive Development, *Educational Programs, *Exceptional Child Research, *Learning Disabilities, *Multiply Handicapped

As the first step in curriculum development, 12 educational programs for young deaf children with learning disabilities and communication problems were studied in order to identify the atypical deaf child. Subjects were 193 children (age range 6 to 14 years) selected from 12 schools for the deaf in New York State. Data was obtained from school records, a battery of tests, teacher rating scales and check lists, and interviews with admissions personnel. General research findings on cognitive development were that 73% of the children had known exogenous causes for their handicap, that mental retardation was widespread in the sample, that the majority of subjects demonstrated severe to profound hearing impairments, that generalized perceptual and memory deficits existed in the sample, that substantial communication problems existed, that teacher ratings for more than half the sample revealed unsatisfactory emotional, social, and classroom adjustment, that use of instructional materials to improve perceptual and motor skills decreased after children were 10 years of age, and that for the portion of students having non-verbal intelligence scores of 90 or above, performance on perceptual and memory tests was normal. (For related documents, see also EC 041 648-50.) (CB)

ED 060 603 EC 041 648

Restaino, Lillian C. R. Socher, Penny A.

Psycho-Educational Assessment of Young Deaf Children.

New York State Education Dept., Albany. Div. for Handicapped Children.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 69

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aurally Handicapped, *Diagnostic Tests, *Exceptional Child Research, *Learning Disabilities, *Multiply Handicapped, Test Construction

In order to determine the extent of deficiencies found in deaf children with learning disabilities so that appropriate remedial curriculum could be developed, a series of diagnostic tests designed to differentiate deaf children with learning disabilities from typical deaf children was constructed and evaluated. The tests developed were said to meet objectives of both the classroom teacher and the developmental psychologist. A test battery was devised for the 3 to 8-year-old range with modification in the selection procedure of the tests to account for developmental change. The CREED 3 test battery measured gross motor coordination, sensory motor behavior, visual analysis, attention and memory, and conceptualization. The population tested included 444 3 to 4-year-olds, 227 5 to 8-year-olds, and 289 7 to 8-year-olds, all of whom were deaf children in the New York State schools for the deaf. Results showed that the test battery differentiated suc-

cessfully among those deaf children with and without learning disabilities. Significant differences in performance on subtests in all five areas were found for each of the three age groups. Evidence also suggested that the test battery described differences within the typical and special groups as a function of age. (For related documents, see also EC 041 647, EC 041 649-50.) (CB)

ED 060 604 EC 041 649

Restaino, Lillian C. R. And Others

Curriculum Development for Young Deaf Children with Specific Learning Disabilities: Phase II.

New York State Education Dept., Albany. Div. for Handicapped Children.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, Cognitive Development, *Curriculum Development, *Exceptional Child Education, *Learning Disabilities, *Multiply Handicapped, Teacher Role

Examined are the steps involved in developing a curriculum for young deaf children with specific learning disabilities; the curriculum is thought to reflect an educational and remedial model based upon findings in previous studies in perceptual, cognitive, and educational psychology. The earlier studies are summarized briefly to explain the history and foundation for the CREED 5 Curriculum. The primary goal of the overall project is stated to be development of cognitive processes in the child; the curriculum content is described as perceptual and cognitive. At each developmental level, the curriculum was subjected to evaluation by teachers and supervisors from 12 schools for the deaf in New York State. The curriculum focuses on five instructional areas of gross motor coordination, sensory motor integration, visual analysis, attention and memory, and conceptualization. Implementation of the curriculum, viewed as comprehensive and developmental, is based on paraprofessional involvement, continual program evaluation, and individualized instruction. Involvement of a representative group of supervisors and teachers in a series of ongoing seminars as part of the curriculum development was reviewed to highlight teacher role in each stage of the curriculum development. (See also ED 046 167 for Phase I; for related documents see also EC 041 647, 648, and 650.) (CB)

ED 060 605 EC 041 650

Restaino, Lillian C. R. And Others

Curriculum for Young Deaf Children.

New York State Education Dept., Albany. Div. for Handicapped Children.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—419p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Aurally Handicapped, Concept Formation, *Curriculum, *Exceptional Child Education, *Learning Disabilities, Memory, Motor Development, *Multiply Handicapped, Sensory Integration, Visual Perception

Presented is a curriculum designed to provide the teacher of the young deaf child with learning disabilities with a description of developmental objectives and methods for fulfilling these objectives in the areas of gross motor development, sensory motor integration, visual analysis, attention and memory, and conceptualization. The objectives are based on assumptions such as, the deaf child with learning disabilities moves through stages of physical and cognitive development in the same sequence as normal children. Information in each of the five instructional areas consist of a sequence of broad instructional objectives and subordinate specific objectives defined in terms of the child's behavior, with activities and materials intended to help the child master the objectives included under the subordinate objective. The curriculum is arranged in an hierarchical manner, since the authors believe that the earliest levels of gross motor coordination need to be mastered before the finer skills of sensory motor integration can be performed successfully. Pictures and diagrams accompany the

curriculum. (For related documents see also EC 041 647-9.) (CB)

ED 060 606 EC 041 651

Beard, James H. And Others

Education of Oregon's Sensory Impaired Youth. Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 72

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Aurally Handicapped, Educational Facilities, *Educational Programs, *Exceptional Child Education, State Boards of Education, State Programs, *Visually Handicapped

Identifiers—*Oregon

A brief review of the educational needs of deaf children and blind children precedes the results of a 4-month study of Oregon's educational facilities and programs for deaf children and blind children. The existing program, program strengths and weaknesses, and program recommendations are noted for the Oregon Board of Education (OBE), local programs, regional programs, and programs of Oregon State School for the Deaf (OSSD) and Oregon School for the Blind. The general finding was that compared to the nation, Oregon provided good educational programs for sensory impaired children, but that improved state and local coordination in administrative organization and program content would upgrade the quality of Oregon services. Recommendations are of two kinds, those requiring immediate attention and those relating to a long range comprehensive plan. Representative recommendations include changes in the inadequate OSSD instructional plant, improved information flow for OBE sensory impaired programs, fiscal saving measures, parent education, preparation of students for real expectations of society, and education of prospective mothers about the relationship between maternal diseases and sensory impairments in children. (CB)

ED 060 607 EC 041 652

Satterfield, James H. And Others

Physiological Studies of the Hyperkinetic Child I.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [72]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Drug Therapy, *Electroencephalography, Emotionally Disturbed, *Exceptional Child Research, *Hyperactivity, *Physiology, Primary Grades

Reported were results of the first year of a 3-year physiological study of the hyperkinetic child. The male subjects were 6 to 9 years of age, attending school, without sensory defects, 80 or above in Wechsler Intelligence Scale for Children Full Scale, off medication for 3 months prior to testing, and diagnosed as hyperactive. Electroencephalograph and evoked cortical measures were made for 31 hyperkinetic children and 21 normal controls in order to predict clinical response to stimulant medication. Experimental design included a structured interview, teacher and parent rating scales, medical evaluation, psychological testing, watching a video taped cartoon while taking cortical measures at beginning and end of 3-week period, and Ritalin and placebo treatments. Overall results indicated existence of a fundamental physiological difference between children responding well and poorly to stimulant medication. Low central nervous system arousal and good clinical response to stimulant treatment were found to characterize one group, while high central nervous system arousal and poor response to stimulant treatment were found to typify the other group. (CB)

ED 060 608 EC 041 653

Madsen, Millard C. Connor, Catherine

Cooperative and Competitive Behavior of Retarded and Non-Retarded Children at Two Ages.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Elementary School Students, *Exceptional Child Research, *Interpersonal Relationship, *Mentally Handicapped

Cooperative and competitive interaction (interpersonal relationship) between pairs of retarded and nonretarded children of ages 6 to 7 and 11 to 12 were assessed in a situation involving a marble pull apparatus in which competitive interaction was nonadaptive in terms of reward attainment. The retarded group was significantly more cooperative than the nonretarded group and the 6 to 7 year retarded group was more cooperative than the 11 to 12 year retarded group. The results were discussed in relation to previous developmental studies of cooperation and competition and placed in the context of cognitive and reinforcement theories of social development. (Author)

ED 060 609

EC 041 654

Schwartz, Louis And Others

Innovative Non-Categorical Interrelated Projects in the Education of the Handicapped. Proceedings of the Special Study Institute (Washington, D.C., October 14-15, 1971). Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jan 72

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Exceptional Child Education, *Handicapped Children, *Program Proposals, *Regular Class Placement, *Teacher Education

The majority of the conference reports on education of the handicapped focuses on regular class placement and teacher education. Presented concisely are 21 program proposal descriptions with funding source, project dates, objectives, philosophy, procedures and evaluation, and literature influencing project. Representative projects concern special education in the regular classroom, a competency-based model training program, training programs for preparation of curriculum specialists for exceptional children, training programs for both special education teachers and regular teachers to meet the needs of exceptional children, consulting teacher programs, and diagnostic and prescriptive teacher projects. Concluding the proceedings are short discussion summaries on process and product of change in education of the handicapped as they relate to colleges and universities, program evaluation, preschool, local school system, and State Department of Education. (CB)

EM

ED 060 610

EM 009 469

Schiller, Herbert I.

Mass Communications and American Empire.

Pub Date 71

Note—170p.

Available from—Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 (\$2.95)

Document Not Available from EDRS.

Descriptors—American Culture, Broadcast Industry, *Communication Satellites, Developed Nations, Developing Nations, Foreign Policy, *Imperialism, *Mass Media, *Telecommunication, World Problems

Mass communications are a chief tool in maintaining and expanding American influence abroad. Various government officials recognize this and have made statements which make it explicit national policy. The domestic communications complex is a vital part of the military-industrial complex and is used to further its interests, both in defense of this country and in aggression and counter-insurgency abroad. Furthermore, our media are used for cultural imperialism, in which our products, value, and way of life dominate the airwaves of some other countries (like Canada) to such an extent that these countries have scarcely any indigenous culture. The American post-war imperialist thrust is especially evident in new space communications systems like Comsat and Intelsat. If a democratic restructuring of the communications empire is to take place, it must be a national effort, led by those in the communications industry itself. (JK)

ED 060 611

EM 009 608

Komoski, P. Kenneth

Realizing the Radical Relatedness of Technology and Education.

Educational Products Information Exchange Inst., New York, N.Y.

Pub Date Aug 70

Note—21p.; Paper presented Jornadas Adriano Olivetti De Education (Buenos Aires, Argentina, August 3-8, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Educational Philosophy, Educational Technology, Instructional Media, *Instructional Technology, *Technological Advancement, *Technology

There is an urgent need to fully realize (in the sense of comprehend) the extent to which technology and education are related in the modern world. This relatedness exists at a very deep conceptual level and its practical everyday social and educational implications have hardly begun to be realized (in the sense of being made real). Technology is the sum total of those activities which, in the aggregate, enable man to carry out almost any imaginable manipulation or modification of his external (material) or internal (behavioral) environments. The relationship of technology and education is, today, so close that in many parts of the world educational institutions are in the process of becoming little more than handmaidens of a demanding, world-wide technological master. To the extent that this tendency grows, we are faced with a closed technological-educational system whose success is not measured in terms of how it serves human need, but rather in terms of the system as an end in itself. However, the development and use of media of communications has also made information immediately available to the individual at his option. It is thus possible to restructure the educational system to make technology serve human needs, and this restructuring may best be carried out by those who have "opted out" of traditional education. (Author/JY)

ED 060 612

EM 009 612

Olstad, Roger G. And Others

KCTS Television Science; An Evaluation Report.

Washington Univ., Seattle.

Spons Agency—KCTS-TV, Seattle, Washington.

Pub Date Aug 71

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Evaluation, Educational Television, Elementary School Science, *Facility Utilization Research, *Instructional Television, Science Instruction, Teacher Education, Teaching Methods, Telecourses, Televised Instruction, Television Surveys

An evaluation of the elementary school science programming of KCTS-TV in Seattle took the form of a survey and an experiment. First, a survey of classroom teachers to determine the utilization of televised science instruction showed that KCTS's programs were being widely used and were considered to be both appropriate for the grade one to four level and effective in teaching science. Second, an experiment was devised to test the effect of televised science instruction on student achievement and teacher classroom behavior. Neither pupils nor teachers using television achieved significantly better than controls, but patterns of teaching and of asking questions appeared to alter with television use. Recommendations for changes and further research are made. (RB)

ED 060 613

EM 009 614

Judge, Anthony J. N.

Computer-Aided Visualization of Psycho-Social Structures (Peace as an Evolving Balance of Conceptual and Organizational Relationships).

Union of International Associations, Brussels (Belgium).

Pub Date 29 Dec 71

Note—40p.; Paper presented at the American Association for the Advancement of Science Meeting (139th, Philadelphia, Pennsylvania, December 29, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Graphics, *Ecology, Social Factors, *Social Problems, Social Values, Systems Approach

The problem of peace is considered to be ecological. Ecology is the study of the complex interrelationships between organisms and their

environments. To clarify this approach, three major types of social complexity—organizational, problem, and conceptual—are briefly reviewed together with their interactions and their effect on the individual. A practical approach to handling, generating, and facilitating comprehension of this complexity by the use of interactive computer graphics is then described in terms of its significance for a variety of users. The paper does not suggest a new theoretical model to examine the problems of peace, but rather shows the relevance of an existing device to many such inquiries. In demonstrating this relevance, peace is treated as an ecological problem because of the high tolerance of the ecological approach to complexity of the order detected in the psycho-social system. The closing sections comment on the relevance of this approach to value and knowledge requirements for peace and suggest some practical steps which could be taken. (Author)

ED 060 614

EM 009 620

Designers in Britain 7.

New York Graphic Society, Greenwich, Conn.

Pub Date 20 Mar 72

Note—268p.

Available from—New York Graphic Society Ltd., Greenwich, Connecticut 06830 (\$22.50)

Document Not Available from EDRS.

Descriptors—*Artists, Commercial Art, *Design, Design Crafts, *Designers, Furniture Design, *Graphic Arts, Industrial Arts, Interior Design, Printing, Signs, Television, *Visual Arts

Identifiers—Society of Industrial Artists and Designers

The Society of Industrial Artists and Designers (SIAD) has for over 40 years been working to establish design as a profession with a status equivalent to that of architecture or engineering. Intended as a selective review of recent British illustration and design in industry, advertising, and publishing, this volume is the seventh in a series compiled by SIAD. Indexes of members and clients of SIAD are offered first, followed by more than 1,000 pictures which illustrate the work of British graphic and industrial designers. Examples are grouped under 28 categories of design including symbols, books, stationery, packaging, posters, metalware, television and film graphics, shops and interiors, furniture, ships, jewelry, wallpapers, and textiles. (Author/SH)

ED 060 615

EM 009 621

Bork, Alfred M.

The Computer in a Responsive Learning Environment; Let a Thousand Flowers Bloom.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Programs, *Physics Curriculum, Physics Instruction, *Program Descriptions, Programmed Instruction

A description of the first two quarters of the beginning physics course at the University of California at Irvine is given. Lectures, films, student-computer dialogues and weekly assignment sheets dealing with special problems are used with much student choice allowed. Computer dialogues are used for proof learning, remedial mathematics, and simulation of physical systems. The general thesis is that the computer is a new but rapidly developing tool in instruction, a tool which has a selective potential for allowing different students to learn in different ways. (RB)

ED 060 616

EM 009 622

Bork, Alfred M. Ballard, Richard

Computer Graphics and Physics Teaching.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 25 Feb 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Graphics, Computer Programs, Display Systems, Instructional Innovation, *Physics Instruction, Program Descriptions, Programmed Instruction

New, more versatile and inexpensive terminals will make computer graphics more feasible in science instruction than before. This paper describes the use of graphics in physics teaching at the University of California at Irvine. Commands and software are detailed in established programs, which include a lunar landing simulation and a program which teaches the laws of motion. Graphic teaching is held to be more intuitive than nongraphic and the possibility of student-written graphics (once software is perfected) is considered favorably. (RB)

ED 060 617 EM 009 623

Bork, Alfred M. Robson, John

A Computer Simulation for the Study of Waves.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 15 Feb 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Instructional Innovation, *Physics Instruction, Programmed Instruction, *Programmed Materials

A computer program, designed for use in the second quarter of the beginning course for science and engineering majors at the University of California, Irvine, simulates an experimental investigation of a pulse in a rope. A full trial run is given, in which the student's problem is to discover enough about the disturbance of the rope to answer numerical questions about its behavior. Auxiliary facilities such as plotting and listing are provided. Checks are made as to the reasonableness of the student's strategy. It is hoped that through simulation, mathematical complexities in the physics material or deficiencies in the student's abilities can be bypassed. (RB)

ED 060 618 EM 009 624

Bork, Alfred M.

Physics Dialogs for Student Use.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 17 Jan 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Catalogs, *Computer Assisted Instruction, *Computer Programs, *Physics Curriculum, Physics Instruction, *Program Descriptions

A catalog of student-computer dialogues for physics teaching at the University of California at Irvine lists twenty different programs. Signing on and off are explained, then sixteen nongraphic and four graphic dialogues are listed with author, student level and information content described. (RB)

ED 060 619 EM 009 625

Bork, Alfred M. Ballard, Richard

The Physics Computer Development Project.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 72

Note—13p.

Available from—University of California, Irvine, California 92664

Document Not Available from EDRS.

Descriptors—Autoinstructional Methods, *Computer Assisted Instruction, Instructional Innovation, *Physics Instruction, *Program Descriptions, Programmed Instruction, Programming Problems, Science Instruction

Identifiers—*Physics Computer Development Project

This paper describes the design, development and use of computer-based teaching materials in the Physics Computer Development Project at the University of California at Irvine. The decision was made to develop dialogs and simulations related to existing material using the computational mode. The principal thrust has been in wave motion and mechanics for science and engineering majors. For example, the first program allowed the student to prove the law of energy conservation in one dimension starting from the laws of motion. Besides teaching basic principles, other programs aimed at giving assistance in computational problems or in simulating events, such

as a lunar landing. Review of the important programs is given with discussion of difficulties in design and development. (RB)

ED 060 620 EM 009 626

Bork, Alfred M.

Introduction to Computer Programming Languages.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Dec 71

Note—5p.

Journal Cit—JCST; P 12-16 December 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Computer Science Education, *Guides, *Programming, *Programming Languages

A brief introduction to computer programming explains the basic grammar of computer language as well as fundamental computer techniques. What constitutes a computer program is made clear, then three simple kinds of statements basic to the computational computer are defined: assignment statements, input-output statements, and branching statements. A short description of several available computer languages is given along with an explanation of how the newcomer would make use of basic computer software. Finally, five different versions of a simple program (for solving the harmonic oscillator numerically) are given with comparison. (RB)

ED 060 621 EM 009 627

Bork, Alfred M. And Others

Teaching Conversations with the XDS Sigma 7.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 7 Dec 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Computer Graphics, *Display Systems, Guides, *Manuals, Programming Languages, Science Instruction

Identifiers—*Sigma 7 Computer

A manual describes the use of graphic commands in student-computer dialogues. How to construct axes, windows, boxes and various other computer displays is explained, in particular reference to the ARDS 100 and TEKTRONIX 4002 and 4010 computer terminals. Concrete examples of displays are included. The appendix contains an explanation of the use of numbers and arrays. (RB)

ED 060 622 EM 009 628

Bork, Alfred M.

Conversion of PCDP Dialogs.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 2 Dec 71

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Programs, Physics Instruction, Program Descriptions, Programed Materials, Programming, *Programming Languages, Programming Problems

Identifiers—PCDP, Physics Computer Development Project

An introduction to the problems involved in conversion of computer dialogues from one computer language to another is presented. Conversion of individual dialogues by complete rewriting is straightforward, if tedious. To make a general conversion of a large group of heterogeneous dialogue material from one language to another at one step is more ambitious. Three possible approaches are seen. Original programs might be fed to some kind of interpretive processor. Or source programs might be read by a background program in some language, then converted to binaries and load modules for the new language. Finally, an entire editing program could be written to convert autonomously, but this task might in the end be too difficult or too constricting to further change. (RB)

ED 060 623 EM 009 629

Bork, Alfred M. Peckham, Herbert

Computer Needs for Teaching Physics.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 2 Dec 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computers, Educational Resources, Physics Curriculum, *Physics Instruction, Programed Instruction, Programed Materials, Programming, Program Planning, *Science Curriculum, Time Sharing

Recently computers have been of growing importance in teaching physics. This paper provides physics teachers and administrators with a basis for institutional planning for computers within physics courses. Different computer uses are discussed including instruction, computation, lecture demonstration and simulation. Different available computer terminals including "batch" and time-sharing systems are briefly described, and estimates are given for levels of use in courses. Final sections deal with auxiliary equipment, language and maintenance. (RB)

ED 060 624 EM 009 630

Bork, Alfred M.

Terminals for Education.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 26 Oct 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Graphics, Computers, Electronic Equipment, Facility Guidelines, *Input Output Devices, Physics Instruction, Program Descriptions, Programming, *Programming Problems

Identifiers—Computer Terminals, Physics Computer Development Project

The effectiveness of different types of computer terminals in programming learning is discussed with special reference to the experience of the Physics Computer Development Project. Experience with ten types of terminals including hardcopy terminals of several speeds, alphanumeric and graphic terminals is reviewed. Special consideration is given to the design of terminals, keyboard layout, use of characters and symbols, and the problem of terminal identification through software. Use of graphics and other optional features, using different computer speeds, and the differences between hard copy and soft copy are discussed. (RB)

ED 060 625 EM 009 631

Bork, Alfred M.

Inexpensive Timeshared Graphics on the SIGMA 7.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 29 Sep 71

Note—21p.; Paper presented at the XDS Users Group International Meeting (17th, Las Vegas, Nevada, September 29, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Graphics, Computer Programs, *Display Systems, Physics Instruction, Programed Instruction, Programming, Programming Languages, Time Sharing

Identifiers—Adage 100, FORTRAN, Sigma 7, Tektronix 4002 4010

This paper gives a technical description of various computer graphics programs developed on the Sigma 7 computer. Terminals used are the Adage 100 and the Tektronix 4002-4010. Commands are Metasymbol procedures which access Metasymbol library subroutines; programs can also be coupled with FORTRAN programs. Available, inexpensive graphic terminals are reviewed. Relatively minor changes are required to adapt the coding to terminals using different graphic coding. Graphics software is discussed, and the applications of graphics to teaching physics is emphasized. (RB)

ED 060 626 EM 009 632

Bork, Alfred M.

Science Teaching and Computer Languages.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 17 Aug 71
Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Graphics, Computer Programs, Display Systems, Program Descriptions, Programed Instruction, Programming, *Programming Languages, Programming Problems, *Science Instruction

Identifiers—FORTRAN

Computer languages are analyzed and compared from the standpoint of the science teacher using computers in the classroom. Computers have three basic uses in teaching, to compute, to instruct, and to motivate; effective computer languages should be responsive to these three modes. Widely-used languages, including FORTRAN, ALGOL, PL/I, and APL, are compared. The decline of FORTRAN as the most widely used language is predicted. Various conversational forms of languages are compared, and criteria are set forward for terminal languages. These criteria include ease in learning, editing facilities, attitudes toward subroutines, dialog writing, string manipulating facilities, array and matrix capability and others. (RB)

ED 060 627

EM 009 633

Bork, Alfred M.

Learning to Program for the Science Student.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 12 Jun 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Computer Programs, *Computer Science Education, *Programming, Programming Languages, Science Curriculum, *Science Instruction, Teaching Methods, Technical Education

The science student has many avenues to learning how to program, including learning directly within the science course, in a special course on programming, or by self-study. Often a formal programming course is neither necessary or advisable. In general a pedagogical approach, aimed at bringing the student quickly to using the language, is better than a stricter, more logical one. Thus teaching program languages is similar to teaching foreign languages. Either a time-sharing or a batch computer may be used. It is best to make the student move quickly to program writing in a particular subject area, so that he may become motivated by solving relevant problems. (RB)

ED 060 628

EM 009 634

Bork, Alfred M. Mosmann, Charles

Teaching Conversations with the XDS Sigma 7.

Systems Description.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 26 May 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computational Linguistics, *Computer Assisted Instruction, *Computer Programs, Program Descriptions, Programed Instruction, Programming, *Programming Languages, Programming Problems

Identifiers—Macros, Metasymbol, Sigma 7

Some computers permit conventional programming languages to be extended by the use of macro-instructions, a sophisticated programming tool which is especially useful in writing instructional dialogs. Macro-instructions (or "macro's") are complex commands defined in terms of the machine language or other macro-instructions. Like terms in higher-order languages they can expand to a variable number of actual machine instructions. The system described here is based on the use of the macro-assembler of the Sigma-7 computer, called Metasymbol. Metasymbol allows for the use of machine language, the definition and use of macro-instructions, and the inclusion of FORTRAN subroutines. This system allows the teacher considerable flexibility in composing instructional dialogs. Specifics of programming are discussed, and an example computer run given. (RB)

ED 060 629

EM 009 635

Mosmann, Charles Bork, Alfred M.

Teaching Conversations with the XDS Sigma 7.

System Users Manual.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 26 May 71

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Programs, *Manuals, Physics Instruction, *Programed Instruction, *Programming, Programming Languages

Identifiers—Metasymbol, Sigma 7

This manual is intended as a reference handbook for use in writing instructional dialogs on the Sigma-7 computer. The concern is to give concise information which one would need to write and debug dialogs on this system. Metasymbol, the macro-assembler program for the Sigma-7, is described. Definitions of terminology, legal forms descriptions of current commands, and examples are given. Basic, introductory information on getting dialogs into the computer, assembling and debugging them, and in preparing them for student use, makes up most of this manual. (RB)

ED 060 630

EM 009 636

Bork, Alfred M.

The Computer in Learning; Advice to Dialog Writers.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 24 May 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Programed Instruction, *Programming, *Programming Problems, *Program Planning, Science Instruction

Identifiers—Physics Computer Development Project, *Student Computer Dialogs

Basic advice for writing computer dialogs for use in science instruction is given. At the outset one should decide where within the subject area the computer dialog could offer a unique advantage over conventional teaching tools. Examples of such effective uses are remedial programs, in which a computer dialog may rapidly determine a student's particular weaknesses, and the interactive proof, where the student is allowed to demonstrate motivation and originality. In program writing, the model of human dialog is an effective tool. The goals, the style and the structure of student-computer dialogs are discussed, with samples of good dialog usage included in the appendix. (RB)

ED 060 631

EM 009 637

Bork, Alfred M. Sherman, Noah

A Computer-Based Dialogue for Deriving Energy Conservation for Motion in One-Dimension.

California Univ., Irvine. Physics Computer Development Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 17 Jul 70

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Educational Research, Feedback, Mathematics Instruction, *Physics Instruction, *Programed Instruction, Programed Materials

A student-computer dialog for teaching a mathematical proof proved effective when tested in two university physics courses. The objective was to make the beginning or intermediate physics student an active participant in the development of the proof, which concerned the conservation of mechanical energy for a mass moving in one dimension and subject to a force that depends only on position. A suitable computer flow chart was written, then the program was tested in two university settings and feedback was sought from students. The few problems encountered concerned computer terminology and student choice patterns. Thus the student-computer dialog seems useful in teaching mathematical derivations, the staple of many science courses. (RB)

ED 060 632

EM 009 641

Audio-Visual Materials Catalog.

Anderson (M.D.) Hospital and Tumor Inst., Houston, Tex.

Pub Date [71]

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Catalogs, Documentaries, Films, *Health Occupations Education, Instructional Films, Medical Education, *Medical Research, Medicine, Pathology, Single Concept Films, Technical Education, Video Tape Recordings

This catalog lists 27 audiovisual programs produced by the Department of Medical Communications of the University of Texas M. D. Anderson Hospital and Tumor Institute for public distribution. Video tapes, 16 mm. motion pictures and slide/audio series are presented dealing mostly with cancer and related subjects. The programs are intended for in-house hospital staff or other professional audiences. Each program is described and an abstract of the material given. Information for obtaining the audiovisual programs is included. (RB)

ED 060 633

24

EM 009 644

Dolbear, F. Trenery, Jr.

Teaching Macroeconomics with a Computer Simulation. Final Report.

Brandeis Univ., Waltham, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—P-9-A-074

Bureau No.—BR-9-A-074

Pub Date Mar 72

Grant—OEG-1-70-0003(509)

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Computer Assisted Instruction, *Economic Education, Economic Research, Educational Games, Games, Policy Formation, *Simulation

Identifiers—*Macroeconomics

The study of macroeconomics—the determination and control of aggregative variables such as gross national product, unemployment and inflation—may be facilitated by the use of a computer simulation policy game. An aggregative model of the economy was constructed and programmed for a computer and (hypothetical) historical data were generated. The data were then given to students so that they could attempt to make policy decisions which would solve problems of unemployment and inflation in the economy. Variants of the model were used in a number of ways during the past several years—for students in an introductory economics course, for an intermediate macroeconomics course, and for first-year graduate theory students. At the graduate level, a stochastic version of the model has been used with a regression package, and this modification appears to provide an ideal laboratory for the exploration of econometric problems. Most students who have been exposed to the model report that they enjoyed participating in the game and as a result became more interested in their course and that the experience had made the textbook material seem more real and more easily understood. (Author/SH)

ED 060 634

EM 009 646

Ingli, Donald A.

Teaching a Basic Audiovisual Course by the Multi-Image Technique.

Southern Illinois Univ., Carbondale. Coll. of Education.

Pub Date Apr 72

Note—31p.; Paper presented at the Association for Educational Communications and Technology Annual Conference, Minneapolis, Minnesota, April 16-21, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Audiovisual Instruction, Audiovisual Programs, *Educational Research, Instructional Design, Instructional Films, Instructional Innovation, Intermode Differences, Learning Processes, *Multimedia Instruction, Pictorial Stimuli, Visual Learning

Identifiers—Multi Image Technique

A pilot study to evaluate the effectiveness of multi-image audiovisual teaching showed this technique to have a definite advantage over conventional single-image audiovisual aids. The multi-image technique involved using two or more visual aids designed to interact with and to amplify each other. Experimental and control groups of college students were given courses utilizing the different audiovisual approaches. On

a post-experiment test the experimental group scored higher at a significance of .05. Females seemed to outscore males generally. Opinion tested by a questionnaire was mostly favorable. (RB)

ED 060 635 EM 009 651

McDaniel, Lucy V. And Others

Motor Activity Programs Designed for Teaching Supportive Personnel in Physical Therapy. Final Report.

Rancho Los Amigos Hospital, Inc., Downey, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Aug 71

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Health Occupations, *Instructional Programs, Physical Handicaps, *Physical Therapists, Physical Therapy, *Physical Therapy Aides, *Programed Instruction, Rehabilitation, Skill Development

A study developed a format for the programed instruction of various physical therapy skills to paramedical personnel. Principles of motor learning and programed instruction served as a guide. An effective first practice and several formats for a second practice evolved. Mandatory second practice with a branching format that allowed students to rehearse difficult sections to correct errors proved most effective. Instructor's guides were prepared, then programs were field tested in hospitals and schools. Field tests showed the programs to meet an error rate criterion of less than ten per cent. Full description of program contents and results is included along with appendices. (RB)

ED 060 636 EM 009 658

Kalba, Konrad K.

Communicable Medicine: Cable Television and Health Services.

Alfred P. Sloan Foundation, New York, N.Y.

Pub Date Sep 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Community Health Services, Educational Resources, Educational Television, *Health Occupations Education, Health Personnel, *Health Services, Information Processing, *Medical Education, Medical Libraries, Medicine, Organization, Paramedical Occupations, Technical Education, Telecourses, Television

Cable television offers a great potential for the improvement of present health services. A multipurpose cable communications system, adapted to interorganizational medical uses, could constitute the communications infrastructure needed in the present disorganized state of health care delivery. Such a system of video and data transmission offers better medical record keeping, faster medical testing and referral, opportunities for personnel training and continuing medical education for doctors in the community, and opportunities for much improved administrative communication. Ultimately costs would be less and efficiency far greater. Disadvantages to the incremental implementation of such a system are discussed, along with the examples of the use of cable television in medicine to date. (RB)

ED 060 637 EM 009 661

Hornung, Owen J. Morasky, Robert L.

Factors Influencing "Learning Difficulty" in Programmed Instruction.

State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.

Pub Date 5 Apr 72

Note—3p.; Paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois, April 5, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Learning Difficulties, *Programed Instruction, *Programed Materials

Based on the assumption that learning difficulty in programed instruction is related to completion time and program response error-rates, an attempt was made to demonstrate that deletion of knowledge of results (KR) and first example (E) in the Rule-Example-Positive/Negative Example teaching frame paradigm would increase learning difficulty. Four groups of 31 subsets each completed programs with the following designs: E and KR; E and no KR; KR and no E, and no E and no KR. Program response rates and work

rates favored the inclusion of examples. KR influenced completion time when the examples were deleted. It was concluded that examples in teaching frames were a factor influencing learning difficulty. (Author)

ED 060 638 EM 009 662

Payne, David A. And Others

The Impact of Instructional Television Teacher Aids on Teacher Behavior and Student Learning.

Georgia Univ., Athens.

Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date Apr 72

Note—10p.; Paper presented at the American Educational Research Association Annual Meeting (Chicago, Illinois, April 5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Achievement Tests, Elementary Education, Elementary School Teachers, *Instructional Aids, *Instructional Television, *Manuals, *Teacher Behavior, Telecourses

A study was devised to assess the impact of two teacher aids—"teleseries" teacher manuals and "communiques"—used in conjunction with in-school television series. Teacher manuals, in addition to providing lesson related information, cross-referenced the programs and units to state approved textbooks and provided suggested student reading. The communiques provided, in their half hour after school broadcasts, preview information by the television teacher, with emphasis on content, teacher presentation methods, discussion topics, and suggested pre- and post-program activities. The results of the study suggest that various physical, content, and organizational characteristics of the televised teacher communiques and teacher manuals used with elementary school level instructional television series are positively evaluated by teachers; that significant student learning results from instructional television; that increased student learning is a function of the nature of teacher self-preparatory activity; that teachers do not engage in a high frequency of pre- or post-teleson activity with their students; and that in general, exposure to two teacher aids is more influential than a single aid. (SH)

ED 060 639 EM 009 663

Dreyfuss, Henry

Symbol Sourcebook; An Authoritative Guide to International Graphic Symbols.

Pub Date Feb 72

Note—292p.

Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036 (\$28.50)

Document Not Available from EDRS.

Descriptors—Catalogs, Color, *Communication (Thought Transfer), Cross Cultural Studies, Diagrams, Directories, Foreign Relations, *Graphic Arts, *Signs, *Symbols (Mathematics), Visual Arts

There are today some 5,000 languages and dialects in use throughout the world; in most instances, intercommunication among them ranges from difficult to impossible. This sourcebook of graphic symbols was compiled as a first step toward a basic means of communication through a system of universally recognizable symbols. The sourcebook is limited to those graphic symbols that give instructions, directions, or warnings, and they are organized in three ways: by discipline, a reference of symbols related to each given field of interest or application; by graphic form, a compilation permitting the identification of symbols out of context when unknown to the reader; and by meaning, a liberal alphabetical index which makes it possible to find all symbols relating to a basic design concept. Color is indicated on the symbols themselves throughout the book, and a separate section on the meanings of color in various cultures is included. In addition, the Table of Contents for this book appears in 18 languages to facilitate internationality of use. A bibliography is also included. (Author/SH)

ED 060 640 EM 009 676

Harman, Willis W.

Context for Education in the Seventies.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Mar 70

Note—14p.; One of the support papers compiled by the General Subcommittee on Education of the Committee on Education and Labor, Ninety-First Congress, First Session

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Social Change, *Social Problems, *Social Values, Values

Three forces are pushing man toward a drastic shift in cultural values and basic premises. These are: 1) the existence of a world macroproblem which requires such a shift for its solution; 2) the "great refusal" of youth to go along with the values of the past; and 3) the questioning within science as to whether its classical "value-free" stance was either appropriate or, in the long run, wholesome. Should all these forces prevail, the consequence would require a radical reassessment of all aspects of national policy, but particularly in the areas of research funding policy and educational policy. The world macroproblem is the composite of all the problems which have come with technology application and industrial development. The problem is exacerbated by the reductionistic, deterministic premises of the predominating behavioral-science and sociopolitical theory found in the universities which train the society's leaders. Such premises are in conflict with the basic premises of a democracy: that man is, by virtue of his transcendental nature, endowed with reason, will, and a valid sense of value. Should new transcendental values become paramount, the resulting shift in society would be equal to the Protestant Reformation. (JK)

ED 060 641 EM 009 678

Harman, Willis W.

Planning Amid Forces for Institutional Change.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Pub Date May 71

Note—16p.; Paper presented at the symposium, Planning in the Seventies Washington, D.C., May 3-4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, Human Dignity, Institutions, *Social Change, *Social Problems, *Social Values

If man is to have a future which is desirable, it requires a drastic and prompt shift in the values and institutions of his society. The industrial-state paradigm of the last few hundred years was useful for that time, but for the future it has several crucial failings. These include failures: 1) to provide each person with an opportunity to contribute to the society and to be affirmed by it in return; 2) to foster more equitable distributions of power, wealth, and justice; 3) to foster socially responsible management of the development and application of technology; 4) to provide goals which will enlist the deepest loyalties of the nation's citizens; and 5) to develop and maintain the habitability of the planet. A "new age" paradigm now emerging is characterized by a metaphysical asserting transcendent man and the goal of a person-centered society. A fundamental contradiction exists between these aims and the industrial-state paradigm. The new aims will lead to fundamental transformations in science, education, the economic system, and institutions. The wisdom of present decision-making would be to test the results of decisions against the eventuality that the future will take this path. (JK)

ED 060 642 EM 009 680

Mahan, James M. Gill, F. Jean

How to Install a New Curriculum.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 72

Note—50p.; How to Get New Programs into Elementary Schools, Number One; See also EM 009 681, EM 009 682, EM 009 683, EM 009 684

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$14.95, sold as a complete package; titles not available separately)

Document Not Available from EDRS.

Descriptors—Change Agents, *Curriculum Development, Curriculum Evaluation, Curriculum Planning, *Educational Administration, *Educational Change, *Elementary School Curriculum, *Guides, Teacher Attitudes, Workshops

A series of booklets were prepared to assist the school administrator in dealing with new curriculum. In this booklet, introductory information is

provided based on the experience of extensive curriculum installations in 53 schools in New York and Pennsylvania. Each step in the installation process is described; references, resources, and a checklist for each step is also presented. The method suggested stresses the need to secure teacher cooperation, to select new programs carefully, to prepare for installation methodically, to conduct workshops, to provide extra assistance in the first stages of the actual use of the new program, and to evaluate the effectiveness of a new program. The booklet suggests that careful planning and attention to the opinions and needs of teachers who participate in the program are paramount. (JY)

ED 060 643

EM 009 681

Gill, F. Jean Hart, Harold

Administrator's Plan Book for Curriculum Change.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 72

Note—48p.; How to Get New Programs into Elementary Schools, Number Two; See also EM 009 680, EM 009 682, EM 009 683, EM 009 684

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$14.95, sold as a complete package; titles not available separately)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Curriculum Evaluation, Curriculum Planning, *Educational Administration, *Educational Change, *Elementary School Curriculum, *Guides

In the second volume of a series designed to assist the administrator in the installation of new curriculum, a plan book is presented. It has space to list important telephone numbers and to record actions taken and the results of the actions. The plan book is organized with charts summarizing the steps outlined in volume one of the series (EM009680). The aim is to provide documentation of the installation effort in order to pinpoint difficulties and to serve as a detailed model for other program installations. (JY)

ED 060 644

EM 009 682

Bickel, Robert F. Gill, F. Jean

How to Select a New Curriculum.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 72

Note—57p.; How to Get New Programs into Elementary Schools, Number Three; See also EM 009 680, EM 009 681, EM 009 683; EM 009 684

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$14.95, sold as a complete package; titles not available separately)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Decision Making, *Educational Administration, Educational Change, *Elementary School Curriculum, *Guides, Information Sources, *Selection

The third volume in a series designed to help school administrators to install new curriculum programs contains information about the selection process. It begins with a definition of just what a new curriculum program should be, then suggests the composition of the search/selection committee, and finally describes a search procedure that incorporates a curriculum-criteria matrix to aid in making the final selection. An extensive appendix lists sources of information about new curriculum programs such as news reports, information services, libraries, directories, reference books, consulting organizations, academic institutions, research and development centers, government agencies, and professional organizations. (JY)

ED 060 645

EM 009 683

Renker, Marcia M. And Others

How to Use Data to Make Curriculum Installation Decisions.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 72

Note—38p.; How to Get New Programs into Elementary Schools, Number Four; See also EM 009 680, EM 009 681, EM 009 682, EM 009 684

Available from—Educational Technology Publications, 140 Sylvan Ave., Englewood Cliffs, New Jersey, 07632 (\$14.95, sold as a complete package; titles not available separately)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Data Collection, Decision Making, *Educational Administration, Educational Change, *Elementary School Curriculum, *Guides

In this fourth volume in a series designed to aid curriculum installers, the techniques used to collect and use data in the readiness, or initial, phase of a curriculum installation are described. The primary focus is on decision-making and on data-based procedures to use in decision-making. Application of these procedures is illustrated by three case histories of individuals who, to varying degrees, employ decision-making approaches in their installation endeavors. Commentaries appearing at the conclusion of each of the case histories summarize the major problems inherent in each and point out the instances in which data-based decision-making at the readiness stage was or was not carried out effectively. A resource section lists data-gathering procedures which the curriculum installer may review for use in his own installation effort. (JY)

ED 060 646

EM 009 684

Renker, Marcia M. Bush, Steven J.

How to Develop a Pupil-Assessment System for a New Curriculum.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 72

Note—28p.; How to Get New Programs into Elementary Schools, Number Five; See also EM 009 680, EM 009 681, EM 009 682, EM 009 683

Available from—Educational Technology Publications, 140 Sylvan Ave., Englewood Cliffs, New Jersey 07632 (\$14.95, sold as a complete package; titles not available separately)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Educational Administration, Educational Change, Educational Objectives, *Elementary School Curriculum, Evaluation Methods, Evaluation Techniques, *Guides, *Student Evaluation

One part of the curriculum installation system outlined in this series of five booklets calls for an assessment procedure to measure pupil attainment of instructional objectives, whether cognitive, affective, or behavioral. Activities for the school administrator to schedule prior to the actual involvement of his faculty in the development of a pupil assessment system are presented. These activities are aimed at assessing faculty members' ability to use pupil-instruction objectives. Instruments appropriate to this purpose are cited, along with resource material for use in areas where the faculty is found to be deficient. A discussion of procedures which should be followed in development of the assessment system stresses the need for continual faculty involvement. Extensive resource information is listed, and models for preworkshop, workshop, and on-going activities are suggested. (JY)

ED 060 647

EM 009 685

Harman, Willis W.

The New Copernican Revolution.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Stanford Univ., Calif.

Pub Date 69

Note—5p.

Journal Cit—Stanford Today; p6-10 Winter 69

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Human Dignity, *Individualism, *Sciences, Social Change, *Social Values

Today, the science of man's subjective experience is in its infancy. But if it gains momentum, its consequences may be even more far-reaching than those which emerged from the Copernican, Darwinian, and Freudian revolutions. The following propositions have accumulated an impressive amount of substantiating evidence: 1) The potentialities of the individual are far greater than we ordinarily imagine them to be and far greater than current models of man would lead us to think possible; 2) A far greater portion of significant human experience than we ordinarily feel or assume to be so is comprised of unconscious processes; 3) Included in these processes are self-expectations and images of ourselves, others, and

the future, which tend to be self-fulfilling. The new science will take these features into account. By doing so, it may ennoble the image of the individual's possibilities, of the educational and socializing processes, and of the future. Since the image man has of the future is crucial in determining what he does with it, such a science will be more useful than the older, mechanistic one in helping man survive. (JK)

ED 060 648

EM 009 686

Marchase, Gail Hay

Generalization of Reinforced Behaviors in a Game Situation.

Johns Hopkins Univ., Baltimore, Md.

Pub Date 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Behavior Theories, Conditioning, Educational Experiments, *Educational Psychology, Educational Research, Games, *Generalization, Kindergarten Children, Learning Processes, *Learning Theories, Psychoeducational Processes, Psychology, Reinforcement, Teaching Techniques

Identifiers—*Behavior Modification

Conflicting evidence as to the presence or absence of generalization in classroom behavior modification programs prompted this study of the conditions of generalization. During the experiment, behaviors operationally defined as competitive or cooperative were reinforced in certain game situations. Then the generalization of this training over variables of task, type of response, and time periods was measured. It was predicted that generalization of the reinforced response would occur most strongly in the testing situation most like the original one. Experimental results confirmed these expectations. Results showed in addition that there was no significant difference in competitiveness between boys and girls. (RB)

ED 060 649

EM 009 690

Summerlin, Lee

A Feasibility Study of Tutorial Type Computer Assisted Instruction in Selected Topics in High School Chemistry.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No.—TM-39

Pub Date 26 Jul 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chemistry Instruction, Comparative Analysis, *Computer Assisted Instruction, Conventional Instruction, Educational Research, *Feasibility Studies, Instructional Innovation, Program Development, Program Effectiveness, Science Instruction, Secondary School Science

A study was performed to determine the effectiveness of short-term, tutorial-type computer-assisted instruction (CAI) in selected topics in high school chemistry. To determine CAI effectiveness, post-tests specifically designed for this study were administered at the completion of instruction and sixty days later. Control group students generally performed 20% higher than did CAI students on both post-tests. The CAI group, however, appeared to learn twice as fast, completing the chemistry program in from one-third to one-half the time required by classroom students. The increased learning rate called for self-pacing and meaningful time usage not ordinarily encountered in traditional instruction; students in CAI felt challenged to productivity. Students were favorably impressed by computer-assisted instruction in general. (RB)

ED 060 650

EM 009 695

Leherissey, Barbara L. And Others

Effect of Anxiety, Response Mode, and Subject Matter Familiarity on Achievement in Computer-Assisted Learning.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No.—TM-41

Pub Date 10 Aug 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, Anxiety, *Computer Assisted Instruction, Constructed Response, Covert Response, *Response Mode, *Stress Variables, *Testing

Identifiers—A State, A Trait

Effects of trait and state anxiety levels (low, medium, and high) and response modes (reading, covert, modified multiple choice, constructed response) on posttest achievement for familiar and technical materials dealing with heart disease were investigated. Learning materials were presented to 148 subjects via computer-assisted instruction. High trait anxiety was associated with high state anxiety for all groups. Constructed response and reading groups performed significantly better than covert and multiple choice groups on technical but not familiar materials. However, the constructed response group had higher levels of state anxiety and longer learning times than other response mode groups. (Author)

ED 060 651

EM 009 696

Bapt, Jennis Joseph

The Effect of Systematic Student Response Upon Teaching Behavior.

Mount Hood Community Coll., Gresham, Oreg.

Pub Date 71

Note—102p.; Thesis submitted to the University of Washington

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement, Achievement Gains, *Electromechanical Aids, *Feedback, Success Factors, *Teacher Evaluation, *Teacher Influence, Teaching Quality

Two hypotheses were tested: 1) that teachers would teach better if they received feedback through an in-class student response system, and 2) that student achievement would be higher in classes where the instructor received such feedback. Classes met in a room which was equipped with a student response system. The instructors asked students to continually indicate how well they felt they were understanding the material being presented. In the experimental sections this feedback was visible to the instructor; in the control sections it was not. Students' perceptions of their instructor's teaching were determined on "A Student's Rating Scale of an Instructor." The instructors measured students' achievement by tests. Results showed that the effect of the systematic student response varied significantly for the different instructors and therefore should be generalized to other instructors only with caution. Within this limitation, the first hypothesis was supported. The improvement seemed greater for instructors whose teaching style or size of class did not allow much verbal in-class feedback from students. The second hypothesis was not supported. (Author/JK)

ED 060 652

EM 009 697

Husen, Torsten

Independent Studies in Upper Secondary School.

Stockholm School of Education (Sweden). Inst. of Educational Psychology.

Report No.—R-1971-30

Pub Date Sep 71

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, Course Descriptions, *History Instruction, *Independent Study, Questionnaires, Student Attitudes

Identifiers—*Project SAG, Sweden

This annotated bibliography lists reports made in connection with a Swedish project concerning independent studies in history in the upper secondary school. A list of study materials for that course is included here, as are resumes of reports on the following topics: the learning environment at that grade level, the general framework of didactic development work, field experiments, pupil attitudes, examples of questionnaires, a summary report, the course itself, and an analysis of the goals of history studies at that grade level. These reports, as well as a detailed summary of the project (all printed in Swedish), are available from the department of educational and psychological research of the Stockholm School of Education. (JK)

ED 060 653

EM 009 699

Ross, Samuel B., Jr.

The Learning Disabled as a Creative Individual.

Green Chimneys School, Brewster, N. Y.

Pub Date Feb 72

Note—8p.; Paper presented at the Association for Children with Learning Disabilities Convention, Atlantic City, New Jersey, February 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Creative Activities, Learning Disabilities, Photography, *Student Improvement, *Underachievers, *Visual Literacy

A visual literacy program may be helpful in reaching the "learning disabled" (youngsters of average or above average intelligence who are not achieving on or above grade level). To carry out a good visual literacy program it is necessary to have many kinds of arts and crafts materials, a supply of newspapers and magazines in a learning resource center, cameras and darkroom equipment, typewriters, and tape recorders. Many "Show and Tell" activities related to all areas of study are possible with this equipment. Students who participate in these activities display a great deal of patience, discipline, and motivation. The activities also bring forth students' creativity and bring about a relaxed atmosphere in the classroom. As a result, students develop a better self-image and more interest in traditional education. Most important, they enjoy what they are doing. (JK)

ED 060 654

EM 009 700

Ross, Samuel B., Jr.

A Trip to Europe; A Multimedia Experience.

Green Chimneys School, Brewster, N. Y.

Pub Date 71

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Units, Audiovisual Aids, *Cocurricular Activities, Cultural Activities, *Recreational Activities, Teaching Methods

Identifiers—Green Chimneys School

Green Chimneys School, a private school, used its summer session to take an imaginary trip to Europe. In each subject students took part in activities related to travel and European countries. For example, mathematics classes dealt with the monetary system, latitude, longitude, units of measurement, and conversion of money for the countries being "visited." Evening activities centered around recreation and folk activities of the various countries, such as gambling for France, pinatas for Spain, and an old world (root) beer fest for Germany. Films related to the countries were shown, and school librarians prepared a bibliography. (JK)

ED 060 655

EM 009 701

Ross, Samuel B., Jr.

Visual Literacy—A New Concept?

Green Chimneys School, Brewster, N. Y.

Pub Date [72]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Communication Skills, Concept Formation, Elementary School Students, Film Production, Photographic Equipment, *Photography, Video Tape Recordings, *Visual Literacy

It is fruitless to debate whether visual literacy is a new or old concept. It is important to train today's children in visual literacy because the mass media are more vital to them and take up more of their time than do the schools. As part of a pilot project designed to deal with the problems of reading and verbal-visual communication, a group of elementary school students were provided with cameras and films and, after some training in their use, were sent out to take pictures. The resulting pictures revealed the interests of the students. The second step was having students take photo sequences centering around a theme of their own choosing. The results showed whether the students were able to understand cause and effect and first and last. The themes chosen were used as the basis for group and individual conferences. The next step was to make movies. A natural outgrowth of the movie project was the use of closed-circuit video tape equipment. The instant playback of this equipment proved valuable in showing whether students could correct errors as they went along. (JK)

ED 060 656

EM 009 702

Ross, Samuel B., Jr.

Visual Literacy Activities in the Schools.

Green Chimneys School, Brewster, N. Y.

Pub Date [72]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Skills, *Photography, Student Motivation, Teaching Methods, *Visual Literacy

Identifiers—Green Chimneys School

Partnership between industry and education is important in establishing programs in visual literacy. The field is likely to become better established as the result of the formation of the Conference on Visual Literacy as a permanent group. However, as yet very little is known concretely about research and demonstration on this subject. Green Chimneys, a private school, has experimented with visual literacy studies in the primary grades. Students were given cameras and encouraged to take pictures. As a result of this program, observers found the children were improving communication skills, becoming aware of the environment, improving their self-concept and self-esteem, and becoming better motivated and more interested in academics. The photographs also revealed the concerns of the various children. Since non-verbal communication is so important a part of the child's early life, it is worthwhile to capitalize on this aspect of experience. Visual literacy has unlimited practical applications. (JK)

ED 060 657

EM 009 703

Katz, Bennett

Educational Television in Maine.

Maine State Dept. of Education, Augusta.

Pub Date Apr 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Television, Instructional Television, *Mass Media, Programing (Broadcast), *State Legislation, Televised Instruction

Identifiers—*Maine

Maine has had educational television (ETV) for about 12 years. ETV has been successful in putting on public service programming, despite the legislature's suspicions of this type of programming. The fact that ETV has not had more widespread success in instructional television for the state's classrooms may partly depend on the state legislature's stingy appropriations for this purpose. The author, himself a legislator, hopes that more can be done with ETV and cable television, but he is concerned that we do not really know how to use the "monster" known as television. Attached are Maine legislative acts pertaining to public broadcasting. (JK)

ED 060 658

24

EM 009 708

Paulus, Dieter H. And Others

Computer Simulation of Human Ratings of Creativity. Final Report.

Connecticut Univ., Storrs. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-9-A-032

Pub Date Nov 70

Grant—OEG-1-9-090032-0108(010)

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, Content Analysis, Creative Ability, *Creativity, *Creativity Tests, Multiple Regression Analysis, Predictor Variables, Reliability, *Scoring, *Simulation, Validity, Verbal Ability

Identifiers—*Torrance Tests of Creative Thinking, TTCT

The Torrance Tests of Creative Thinking (TTCT) may represent a breakthrough in the area of creativity research, since they provide a functional instrument for measuring creative potential in children, adolescents, and adults. However, there are certain technical problems with achieving interscorer reliability which may act as a deterrent to the widespread use of the tests. A thorough review of the literature has revealed that computerized content analysis has not been used for scoring creativity tests, although it appears to be an appropriate approach. Therefore, a study was devised to develop strategies appropriate to computer scoring of the TTCT, to determine the effectiveness of actuarial measures in the prediction of scores, and to make some initial explorations regarding the appropriateness of the norms developed by Torrance for scoring the tests. Responses of 153 subjects to Verbal Form A of the tests were reliably rated by four trained judges, and multiple correlation analyses were computed. The regression equations generated through this process

were shown to have high predictive power, and examination of the important predictors suggested that the TTCT has a single underlying dimension of verbal fluency. Category count variables were useful in the prediction process. (Author/SH)

ED 060 659

EM 009 719

Spain, Peter, Ed. *And Others*

A Direct Broadcast Satellite for Education and Development in Africa?

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Feb 72

Note—170p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—African Culture, African Languages, *Communication Satellites, Cost Effectiveness, Costs, *Developing Nations, Educational Development, *Educational Planning, Educational Policy, Educational Radio, Educational Television, *Feasibility Studies, Instructional Media, *Instructional Technology, International Programs, Media Technology, Telecommunication

Identifiers—*Africa, Sub Sahara Africa

A direct broadcasting satellite for sub-Saharan Africa has been proposed. This report was prepared as a briefing document for a UNESCO field team who will visit and consult African countries and advise them about such a system. Extensive surveys of the people and languages of Africa and its political, economical, and educational systems provide a background for considerations of the uses of new instructional media and the engineering considerations involved in a satellite system for Africa. The report emphasizes the necessity for cooperation among the countries of Africa, for a consideration of the place of instructional technology in the "Africanization" of the presently European style educational system, and, above all, for the decisions to be made by Africans based on their perception of the educational needs of their countries. The long preparatory period necessary for such a vast undertaking, in the view of the report authors, necessitates an immediate start on the planning and development stage of the project in order that the satellite will be ready to meet the needs of the countries as they arise. (JY)

ED 060 660

EM 009 721

Surlin, Stuart H. Turner, Phillip M.

The Persuasibility of a White or Black Source Upon High and Low Racially Prejudiced White Individuals.

Pub Date Apr 72

Note—22p.; Paper presented at the International Communication Association Annual Meeting (Atlanta, Georgia, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bias, *Communication (Thought Transfer), Discriminatory Attitudes (Social), *Persuasive Discourse

Congruity theory is used as the basis for predictions made in this study. The study deals with the effect that 1) extrinsic ethos, and 2) general susceptibility to persuasion have on a prejudiced or non-prejudiced person's degree of persuasibility to a one-sided persuasive message presented by either a white or black source. Eighty-eight white college students heard a message. Of these, 39 had the message attributed to a black source and 49 had it attributed to a white source. The results showed that white high-prejudice individuals will attempt to disassociate a message from a black source, associate the message with a white source seen as "like me," and consequently be more susceptible to persuasion. White low-prejudiced individuals are equally persuaded by either a white or black message source. (Author/JK)

ED 060 661

EM 009 723

Morgan, Robert P. Singh, Jai P.

A Guide to the Literature on Application of Communications Satellites to Educational Development.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Contract—OEC-1-7-070-873-4581

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Communication Satellites, *Educational Change, Educational Development, Educational Technology, International Programs, Literature Reviews

Because of the ability of communications satellites to distribute electronic information (radio, television, digital computer data) over wide areas with potentially attractive costs, considerable interest has been shown in using satellite technology to enhance educational programs, both in the United States and in other countries. In view of these developments, this literature guide provides an introduction to satellite technology; to non-technical aspects of satellites, including economic, organizational, social, political, and legal factors; and to educational and developmental uses of satellites, including experiments and systems planned or proposed. Also included is a basic reference shelf, providing the reader with a broad overview and a good starting point for a more detailed literature investigation, and a guide to organizations with interest in educational satellite utilization. A bibliography which lists other relevant entries concludes the paper. (Author/SH)

ED 060 662

EM 009 729

Pastore, John O.

Opening Statement; Hearings on the Surgeon General's Report.

Pub Date 21 Mar 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, *Commercial Television, Social Behavior, Socialization, Speeches, *Television Research, *Violence

Identifiers—*Surgeon General Report Television Social Behavior

The opening statement of Senator John O. Pastore for the hearings on the Surgeon General's Report on Television and Social Behavior is presented. His first few comments are directed toward summarizing the history of the report and of the Scientific Advisory Committee, with some remarks about the selection of the Committee. The critical importance of acquiring knowledge about television effects is stressed, and the need for more research in areas outlined in the Report by the Scientific Advisory Committee, such as a clinical psychological approach, is supported. Pastore requests and encourages critical readings of the Report by the scientific community so that scientific opinion on both sides of the issue is thoroughly explored. And finally, the importance of television as a principal socializing agent for children as pointed out in the Report is suggested as an area where the television industry can take the initiative and imaginatively produce programs to upgrade the cultural environment. Pastore's statement after the hearings points out that there is a causal relation between televised violence and antisocial behavior, and requests the establishment of a violence index to measure the amount of televised violence entering American homes. (SH)

ED 060 663

EM 009 730

Steinfeld, Jesse L.

Statement Before the Subcommittee on Communications of the Senate Commerce Committee.

Pub Date 21 Mar 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Children, *Commercial Television, Federal Government, Programming (Broadcast), *Social Behavior, Television Research, Violence

Identifiers—*Surgeon General Report Television Social Behavior

From a review of the Scientific Advisory Committee's report and the five volumes of research on television and social behavior, there is an overwhelming consensus that televised violence does have an adverse effect on certain members of our society, and that the broadcasters should be put on notice. While the method of selection and the final composition of the Scientific Advisory Committee might have favored the networks, it is significant that a unanimous report was filed. It is important to emphasize at this point that "no action" in this social area is a form of action: it is an acquiescence in the continuation of the present level of televised violence entering American homes. The Department of Health, Education, and Welfare stands ready to assist those concerned with television programming by providing scientific information and

advice, and the Federal Communications Commission, members of the academic community, other legislators, and members of the broadcasting industry will have suggestions for reducing televised violence and including more programming designed to induce prosocial behavior. The Committee's report, then, represents a step forward and should provide a stimulus to other social scientists to build on the solid foundation which has now been erected. (The author is the U.S. Surgeon General.) (SH)

ED 060 664

EM 009 731

Duval, Merlin K.

Statement Before the Senate Commerce Committee Subcommittee on Communications.

Pub Date 21 Mar 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Children, *Commercial Television, Programming (Broadcast), *Social Behavior, Speeches, Television, Television Research, *Violence

Identifiers—*Surgeon General Report Television Social Behavior

The impact of television (TV) on children has been examined many times, and concern over potential connections between viewed violence and antisocial behavior has grown. The National Commission on the Causes and Prevention of Violence concluded in 1969 that violence on television encourages real violence, especially among the children of poor, disorganized families. The report of the Scientific Advisory Committee to the Surgeon General concerning past studies and the five volumes of commissioned research on television and social behavior makes a major contribution to understanding the role of television in influencing the social behavior of children. The report and its underlying research make clear that there is evidence to support the hypothesis that the viewing of violence on television can lead to antisocial behavior. This is particularly disturbing because violence figures so prominently in television entertainment. While it is clearly beyond dispute that a reduction in the violent content of television is most desirable, it is not our place to suggest means for achieving this. However, we are carefully analyzing the report to identify additional follow-up study areas so that we can broaden our base of knowledge. (The author is the ass't. secretary for health and scientific affairs of the Dept. of Health, Education, and Welfare.) (SH)

ED 060 665

EM 009 732

Burch, Dean

Statement Before the Senate Subcommittee on Communications.

Federal Communications Commission, Washington, D.C.

Pub Date 22 Mar 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Business Responsibility, *Children, Commercial Television, Federal Legislation, *Programming (Broadcast), Social Behavior, Socialization, Speeches, *Television, Television Research, *Violence

Identifiers—FCC, *Federal Communications Commission

There is no longer a question of whether something should be done about the impact of televised violence on children; the questions before us are what should be done, and by whom. Thus, the Federal Communications Commission (FCC) is engaged in an intensive self-education effort to study the economics of the television industry, and the legal and Constitutional implications of possible rule makings. Further, the FCC plans public panel discussions and oral argument before the Commission which will address every facet of our broadcasting system, especially its capability for serving young viewers. The FCC believes that the response of the broadcasting industry to the Surgeon General's report should be immediate, and should include the reduction of all gratuitous violence in children's programming and the creation of new and diversified programming designed to open the eyes and expand the minds of children. At least on paper, the Television Code of the National Association of Broadcasters makes many relevant points. To implement the need for new programming, cooperation and consultation among the networks, broadcasters, and advertisers will be required. Although the FCC cannot make fundamental pro-

gramming judgments, we can help to create a climate for the responsible, cooperative effort that is clearly called for. (SH)

ED 060 666

EM 009 733

Johnson, Nicholas

Children's Television Violence; Statement Before the Senate Subcommittee on Communications of the Senate Commerce Committee.

Federal Communications Commission, Washington, D.C.

Pub Date 22 Mar 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Business Responsibility, *Children, *Commercial Television, *Social Behavior, Speeches

The staff of the Surgeon General's report on Television and Social Behavior has given us five volumes of reports documenting television's adverse impact on our children's mental health. Action for Children's Television has pointed out what television executives are doing to make our children into little consumers. These are but small instances in a whole pattern of totally irresponsible corporate behavior, and they can only be understood and dealt with in that context. Some proposals to remedy this situation include:

1) fund the Public Broadcasting Corporation at no less than \$500 million a year; 2) require that the three commercial networks provide one-third of all prime time on a nonsponsored basis for entertainment, dramas, cultural, and public affairs programming; 3) require counter advertising; 4) require that two commercial minutes be removed from every half hour containing violence, and be made available at no cost to professionals so they can provide information about the adverse effects of violence; 5) reduce the permissible number of commercial minutes; 6) require all commercials to be bunched on the hour and half-hour; 7) forbid networks to own programs, program production facilities, or situations; and 8) fund a review of the impact of television upon all aspects of our society. (SH)

ED 060 667

EM 009 734

Schneider, Alfred R.

Statement Before the U. S. Senate Committee on Commerce Subcommittee on Communications.

Pub Date 23 Mar 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Business Responsibility, *Commercial Television, Evaluation Criteria, Programming (Broadcast), Speeches, *Standards, Television Research, *Violence

Identifiers—ABC, *American Broadcasting Corporation

The American Broadcasting Company's (ABC) Department of Standards and Practices follows a precise and detailed series of steps in its review of material presented over the network, to assure its conformity with the Television Code of the National Association of Broadcasters. In this process, special attention is given to programs which contain violence. Additional information is sought which would permit the network to refine the standards and criteria it applies in reviewing material intended for telecast. ABC's long-standing policy of prohibiting the use of violence for the sake of violence is continually re-emphasized to our editors and television producers. In addition, an outside program of original research was sponsored by ABC in early 1970; the guidelines for evaluation of televised violence as well as other reports which resulted from this research have been circulated to editors. It has been, and continues to be, ABC's policy to emphasize justice in the American system of law enforcement, the maintenance of order, and the solution of crimes and the apprehension of criminals, as well as to de-emphasize acts of violence. The Committee may be assured that ABC is concerned and expects to do its best to fulfill its responsibilities as a broadcaster. (SH)

ED 060 668

EM 009 735

Rule, Elton H.

Statement Before the U. S. Senate Committee on Commerce Subcommittee on Communications.

Pub Date 23 Mar 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Broadcast Industry, Business Responsibility, *Children, *Commer-

cial Television, *Programming (Broadcast), Social Behavior, *Television Research, Violence Identifiers—American Broadcasting Company, *Surgeon General Report Television Social Behavior

The Report to the Surgeon General on Television and Social Behavior appears to establish that televised violence, under certain circumstances, may increase to some degree aggressive behavior in children. This finding represents a substantial advance in our knowledge, and we at American Broadcasting Company (ABC) will manage our program planning accordingly. By this coming fall, ABC will have entirely eliminated from its weekend children's schedule cartoons which depend solely on "action" and are devoid of comedy. Greater emphasis will be placed on prosocial conflict resolution, prime time programs will be more carefully evaluated and balanced, and intensified efforts will be made toward sponsoring original research relating to the effects of televised violence. To underline ABC's concern for the nation's children, it might be helpful to review our accomplishments in the last three years. We have de-emphasized violence in children's programs and made a commitment to improve the quality of children's weekend television. We sponsored the first Children's Programming Workshop, providing a forum for knowledgeable persons to discuss improvement of children's television. We intend to continue our efforts to provide children with exciting, stimulating, interesting, informative, and entertaining programs. (SH)

ED 060 669

EM 009 736

Wasilewski, Vincent T.

Statement Before the Subcommittee on Communications, Committee on Commerce, United States Senate.

Pub Date 23 Mar 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Broadcast Industry, Business Responsibility, *Children, Commercial Television, *Programming (Broadcast), Standards, *Television Research, Violence Identifiers—National Association of Broadcasters, *Surgeon General Report Television Social Behavior

Even if the great majority of our children are unaffected by television violence, and even if only a small fraction are negatively affected, we of the National Association of Broadcasters (NAB) recognize the need to determine how the negative effects can be alleviated. We are all in agreement that the resolution of this serious problem is the responsibility of the broadcasting industry—the alternative is government regulation of television content. Therefore, through the NAB's Code Authority, a program monitoring effort supported by the networks and by 402 television stations, we are now examining in detail the working of all of our Television Code's programming standards. A premise of broadcast self-regulation is that violence should be reasonably restrained as to degree and featured in contexts which justify its validity. In addition, the Television Code Authority and Review Board has been asked to undertake a study of the Report to the Surgeon General on Television and Social Behavior and to develop recommendations to the industry as to how the results of the Report may be implemented. (SH)

ED 060 670

EM 009 737

Abbott, William S.

Statement Before the Senate Subcommittee on Communications.

Pub Date 24 Mar 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Business Responsibility, *Children, *Commercial Television, *Programming (Broadcast), Social Behavior, Speeches, Standards, *Television Research, *Violence Identifiers—Federal Communications Commission, *Surgeon General Report Television Social Behavior

The Surgeon General has stated that the time is here for action, and that the data is sufficient to justify actions. A clear and present danger of the effects of televised violence on children has been demonstrated to us all. The Foundation To Improve Television is presently before the Federal Communications Commission (FCC) with a Petition for Rule-Making to have the FCC add a sec-

tion on violence and horror television (TV) programs curtailing such programs during typical children viewing hours. Despite the First Amendment to the Constitution, the FCC has the authority and the responsibility to regulate the amount of violence and horror portrayed on TV because of its duty to act in the public interest and protect public health. There is sufficient evidence now to support the finding that the portrayal of excessive violence on TV is inimical to the mental health of our children. Television has immense potential for reaching children, and the Foundation will continue to encourage positive programming while fighting broadcasting that is harmful to children. (SH)

ED 060 671

EM 009 752

Geis, George L.

Behavioral Objectives; A Selected Bibliography and Brief Review.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Contract—OEC-1-7-070-873-4581

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Annotated Bibliographies, *Behavioral Objectives, Cognitive Objectives, *Guides, *Literature Reviews, Psychomotor Objectives, Student Behavior

What are behavioral objectives? Why write and use behavioral objectives? Where do behavioral objectives come from? These three questions are answered in some detail in this paper; lists of selected references and resources and an annotated bibliography of "how-to" books accompany the text which summarizes much of the research dealing with behavioral objectives. The author states that behavioral objectives are "the first step in making more effective, systematic, and rational that most precious, most human activity—teaching others." (JY)

ED 060 672

95

EM 009 827

Bertram, Charles L. MacDonald, Randolph

A Comparison of Parents' Attitudes Toward AEL's 'Around the Bend' and Other Children's Television Programs.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-21

Bureau No.—BR-6-2909

Pub Date Dec 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Commercial Television, *Educational Television, *Parent Attitudes, *Preschool Children, *Programming (Broadcast), Television, Television Surveys

Identifiers—*Around the Bend, Sesame Street

A survey was designed to determine how the Appalachia Educational Laboratory (AEL) produced noncommercial television program "Around the Bend" compared in appeal with other children's programs. A questionnaire was sent to random samples of parents with three to five year old children in three groups: those children who saw the program every day, children who watched the program each day and were visited once a week by a paraprofessional home visitor, and children who watched the program, were visited once a week by the home visitor, and were exposed to a mobile classroom once a week. Results showed that "Around the Bend" was rated as good or better than two popular children's programs on commercial television and "Sesame Street." The highest rating was given the program on every question and by every treatment group. It was somewhat surprising that "Around the Bend" should have received consistently higher ratings than "Sesame Street", since "Around the Bend" is a black and white 30-minute program. However, "Around the Bend" had been available in the community longer, and was probably perceived as more relevant to the Appalachian area. (SH)

FL

ED 060 673

FL 002 104

Kummer, Manfred Willeke, Ottomar
Arbeitsformen und Abläufe im Sprachlabor (Exercises for and Use of the Language Laboratory).
Pub Date 70
Note—86p.

Available from—Center for Curriculum Development, 401 Walnut St., Philadelphia, Pa. 19106 (\$5.00)

Document Not Available from EDRS.

Descriptors—Audio Active Compare Laboratories, Audio Active Laboratories, Educational Planning, *Language Instruction, *Language Laboratories, Language Laboratory Equipment, *Language Laboratory Use, Listening Comprehension, Pattern Drills (Language), Pronunciation Instruction, Reinforcement, Speech Skills, Substitution Drills, *Teaching Guides, *Teaching Methods, Teaching Techniques

Identifiers—*West Germany

This teaching guide provides instruction in the use of language laboratories and the administration of various types of exercises. The audio-active and audio-active-compare laboratories are described, and arguments for each are offered. After a brief discussion of the choice of material to be learned, an analysis of the following methods for practice and reinforcement is presented: pattern drills, situational dialogues, conversation models, pronunciation and intonation training, listening exercises, and poems and songs. Extensive examples of repetition, reiteration, substitution, transformation, and contextualization drills; a glossary of technical and pedagogical terms; and a bibliography are provided. (RS)

ED 060 674

FL 002 604

Development of Modern Language Teaching in Secondary Schools.
Schools Council, London (England).
Report No—Working-Pap-19

Pub Date 69

Note—25p.

Available from—Pendragon House, 899 Broadway Ave., Redwood City, Calif. 94063 (\$1.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Cultural Education, Educational Objectives, Instructional Materials, Instructional Media, *Language Instruction, *Language Programs, *Modern Languages, *National Surveys, *Secondary Schools, Teacher Education, Teaching Methods

Identifiers—*England

This working paper is based on results of a survey made in England on how modern language teaching should develop in the secondary school system. Chapters include: (1) the Schools Council survey and the Nuffield Foundation survey, (2) vocational, linguistic, cultural, and educational objectives of modern language teaching, (3) teaching methods, (4) recruitment and training of teachers, (5) equipment and facilities, (6) organization and structure, (7) examinations, (8) summary and conclusions, and (9) the Schools Council development projects. (RL)

ED 060 675

FL 002 606

Suggestions for the Teaching of Classics.

Ministry of Education, London (England).

Report No—Min-Educ-Pam-37

Pub Date 59

Note—69p.

Available from—Pendragon House, 899 Broadway Ave., Redwood City, Calif. 94063 (\$1.10)

Document Not Available from EDRS.

Descriptors—Articulation (Program), Basic Skills, *Classical Languages, Course Objectives, Educational Objectives, Grade Organization, *Greek, Intermediate Grades, Language Instruction, *Language Programs, *Latin, *Teaching Methods

Identifiers—*England

This pamphlet reviews the current educational status of the classics in the curriculum in England and suggests teaching methods for all levels of instruction. Four major sections focus on: (1) program articulation, (2) the Latin course below the sixth form, (3) the teaching of Latin and Greek: program requirements, and (4) sixth-form work. The principal source of this study dates back to the original work produced in 1939. Matters dealing with the course content, teaching

methodology, development of basic skills, and course objectives are examined. (RL)

ED 060 676

FL 002 608

Modern Languages.

Ministry of Education, London (England).

Report No—Min-Educ-Pam-29

Pub Date 56

Note—111p.

Available from—Pendragon House, 899 Broadway Ave., Redwood City, Calif. 94063 (\$1.90)

Document Not Available from EDRS.

Descriptors—Educational Improvement, *Educational Objectives, Educational Philosophy, Instructional Materials, *Language Instruction, *Language Programs, *Modern Languages, Program Development, School Surveys, *Secondary Schools, Statistical Surveys, Teaching Methods

Identifiers—*Great Britain

This survey of educational practices in Great Britain is intended to allow a comparative view of the state of modern language instruction as it exists within the country and abroad. Chapters focus on general principles, language selection, grammar and secondary schools, instructional materials, foreign relations, teacher training, and teaching methods abroad. The appendixes contain: (1) extracts from statistics of public education for England and Wales, (2) distribution of the principal languages spoken in the world, and (3) the appointment of foreign assistants and interchange teachers in England. An index is provided. (RL)

ED 060 677

FL 002 610

French in the Primary School: The Joint Schools

Council Nuffield Foundation Pilot Scheme.

Schools Council, London (England).

Report No—Working-Pap-8

Pub Date 66

Note—84p.

Available from—Pendragon House, 899 Broadway Ave., Redwood City, Calif. 94063 (\$1.80)

Document Not Available from EDRS.

Descriptors—Curriculum Development, Educational Objectives, Elementary Schools, *Experimental Programs, *Fles, *French, Instructional Materials, *Language Instruction, *Language Programs, Material Development, Modern Languages, Second Language Learning, Teacher Education, Teaching Methods

Identifiers—Great Britain, *Nuffield Foundation

This study provides an overview of an experimental French language program in elementary schools in Great Britain. The program reported, sponsored by the Nuffield Foundation, covers a period from 1963 through September 1970. The first part discusses origins and aims of the pilot scheme, instructional materials, teacher education, FLES, and pilot program areas. Section 2, the "Report of the Harrogate Conference," includes remarks on French study in primary schools, integration of French into the primary curriculum, the needs of the teacher, the program for a methods course, and sources of information. The "Report of the Torquay Conference" is included in Part 3 and focuses on the Schools Council viewpoint, teaching methods, pilot schools, the Nuffield contribution, secondary school courses, reading and writing, oral work, second language courses, conference papers, and group discussions. Part 4 examines the Nuffield introductory language courses in French, Spanish, Russian, and German. (RL)

ED 060 678

FL 002 763

Chatagnier, Louis J. Taggart, Gilbert

Laboratoires de langues: orientations nouvelles.

Language Laboratory Learning: New

Directions.

Pub Date 71

Note—231p.; Papers presented at the Canadian Conference on Language Laboratories, Montreal, Quebec, 1970

Available from—Editions Aquila, 5257 Est, Jean-Talon, Montreal 452, Canada (\$4.95)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Instructional Program Divisions, *Language Instruction, Language Laboratories, *Language Laboratory Use, Learning Theories, Modern Languages, Psycholinguistics, *Second Language Learning, Speeches, *Teaching Methods

Recognizing that the tenets of behaviorism and structuralism are being questioned today by the advocates of the new cognitive-transformationist theory, the authors represented in this collection of papers redefine the potential role and discuss the function of the language laboratory in second language acquisition. Papers given at the 1970 Canadian Conference on Language Laboratories are presented in five major areas: (1) media and methods; (2) language laboratory trends; (3) psychology, methodology, technology, historical perspectives, and new directions; (4) papers on the use of the language laboratory throughout the world; and (5) conclusion. The papers are presented in French or in English. (RL)

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ED 060 679

FL 002 765

English for Immigrants.

Ministry of Education, London (England).

Report No—Min-Educ-Pam-43

Pub Date 63

Note—34p.

Available from—Pendragon House, 899 Broadway Ave., Redwood City, Calif. 94063 (\$1.80)

Document Not Available from EDRS.

Descriptors—*Adults, *Children, Cultural Background, Cultural Differences, Cultural Education, *English (Second Language), *Immigrants, Instructional Materials, Integration Methods, Language Development, Language Instruction, Language Programs, Language Skills, Minority Groups, Parent Attitudes, Parent School Relationship, Second Language Learning, Teaching Methods, *Teaching Techniques, Textbooks

Many of the immigrants who come to England have no knowledge of English; one of the first tasks which confronts them in the complex process of adjusting to their new environment is to learn something of the language, for economic as well as for social or cultural reasons. The schools must face the problem of integrating immigrant children into the educational system and into their new environment. The schools should have some knowledge of the countries and cultures that the children represent, and they should control the pace for children exposed to new, unfamiliar, and possibly terrifying experiences. In the teaching of English to children and adults, oral work should precede reading and writing and should be a part of the work throughout the course. At all stages, intuitive learning through ever-widening listening and reading should accompany the more restricted active use. Constant drill on limited vocabulary in speech patterns is essential. Speech patterns to be drilled should be used as meaningful communication and not as an empty linguistic exercise. (Author/VM)

ED 060 680

FL 002 766

Language: Some Suggestions for Teachers of English and Others in Primary and Secondary Schools and in Further Education.

Department of Education and Science, London (England).

Report No—Educ-Pam-26

Pub Date 66

Note—169p.

Available from—Pendragon House, 899 Broadway Ave., Redwood City, Calif. 94063 (\$1.40)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Communication (Thought Transfer), *Communication Problems, Culture, Drama, *English, English Instruction, French, Higher Education, *Language, Language Development, *Language Instruction, Literature, Poetry, Primary Grades, Prose, Reading Instruction, Secondary Education, Thought Processes

This discussion of language traces the relations between language, thought, and culture and illustrates the importance of language, of the English language in particular, in world developments. Suggestions are made for teaching the mother tongue. Teaching English in England is discussed as is teaching Welsh and English in Wales and French in France. Chapters concerning teaching English in England consider reading in primary schools, composition in secondary schools, and communication problems in higher education. One part of the book deals with the imaginative and creative aspects of speech and writing in a discussion of language and literature. Language and broadcasting are also discussed, and the effect of broadcasting on the use of language is considered. (Author/VM)

ED 060 681 FL 002 814

Levin, Lennart Olsson, Margareta

Learning Grammar: An Experiment in Applied Psycholinguistics Assessing Three Different Methods of Teaching Grammatical Structures in English as a Foreign Language.

Gothenburg School of Education (Sweden); Gothenburg Univ. (Sweden). Dept. of English.

Spons Agency—National Swedish Board of Education, Stockholm.

Report No.—RBull-7

Pub Date Jan 71

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Applied Linguistics, Attitudes, Cognitive Processes, Computers, Contrastive Linguistics, *Educational Experiments, Educational Strategies, *English (Second Language), *Grammar, Instructional Materials, Language Patterns, Language Research, Lesson Plans, Program Evaluation, Psycholinguistics, *Second Language Learning, Statistical Analysis, Structural Analysis, *Teaching Methods, Testing

Project 5 of the GUME study on foreign language teaching methods continues the work of the previous projects concerning the relative effectiveness of a habit-formation (implicit) method and a cognitive-code learning method, with explanations in either the source or target language. The educational problem of Project 5 is teaching the English passive voice to Swedish students in Class 8. The teaching procedures and design differ slightly from the first three projects. The time for explanations varies between the source-language and target-language methods. The source-language method uses comparisons with corresponding structures in the source language where applicable. No significant differences in the learning effects of the three methods are evidenced; interesting trends, however, are noted and discussed. This report presents details on project design, lessons, and evaluation instruments. A statistical description of the experimental population is provided along with a statistical analysis of the results and a correlation study of the variable factors. A discussion of the results and their implications follows. A bibliography is included and appendixes provide details on the English grammatical explanations and on some of the evaluation instruments used. Related documents can be found through the following reference numbers: Project 1, ED 034 172; Project 2, FL 002 818; Project 3, FL 002 819; Project 4, ED 045 969; Adult Project, FL 002 868; statistical synopsis of Projects 1-3, FL 002 816. (VM)

ED 060 682 FL 002 816

Levin, Lennart

Implicit and Explicit: A Synopsis of Three Experiments in Applied Psycholinguistics Assessing Different Methods of Teaching Grammatical Structures in English as a Foreign Language.

Gothenburg School of Education (Sweden); Gothenburg Univ. (Sweden). Dept. of English.

Spons Agency—National Swedish Board of Education, Stockholm.

Report No.—RBull-1

Pub Date Dec 69

Note—149p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Analysis of Covariance, Analysis of Variance, Applied Linguistics, Comparative Analysis, *Educational Experiments, Educational Strategies, *English (Second Language), Language Instruction, Language Research, Psycholinguistics, Research Projects, *Second Language Learning, *Statistical Analysis, Statistical Data, Statistical Studies, Tables (Data), *Teaching Methods

A summary and comparison of the statistical analysis and results of the first three GUME research projects investigating foreign language teaching methods are presented in this report. The methods investigated are the habit-formation or implicit theory and the cognitive-code learning or explicit theory with either source-language or target-language explanations. Design problems, measuring instruments, statistics, background variables, and the outcomes of the teaching methods themselves are all considered for the three projects. Tables illustrate the variables and the statistical findings of the projects. According to the analysis, there are no significant differences between the results of the three teaching methods. Appendixes provide descriptions of the

oral drills and instructional explanations as well as an account of the pedagogical principles used in structuring the teaching materials. A bibliography is also provided. Related documents can be found through the following reference numbers: Project 1, ED 034 172; Project 2, FL 002 818; Project 3, FL 002 819; Project 4, ED 045 969; Project 5, FL 002 814; Adult Project, FL 002 868. (VM)

ED 060 683 FL 002 818

Carlsson, Ingvar

Implicit and Explicit: An Experiment in Applied Psycholinguistics, Assessing Different Methods in Teaching Grammatical Structures in English as a Foreign Language.

Gothenburg Univ. (Sweden). Dept. of English; Gothenburg Univ. (Sweden). Inst. of Education.

Spons Agency—National Swedish Board of Education, Stockholm.

Report No.—GUME-P-2; R-12

Pub Date Sep 69

Note—127p.; Page 23 missing

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Applied Linguistics, Cognitive Processes, Computers, Contrastive Linguistics, *Educational Experiments, *English (Second Language), *Grammar, Instructional Materials, Language Patterns, Language Research, Lesson Plans, Program Evaluation, Psycholinguistics, *Second Language Learning, Statistical Analysis, Structural Analysis, *Teaching Methods, Testing

Project 2 of the GUME research project on foreign language teaching methods considers whether the structures "some" and "any," and their combinations in English, are best taught by adherence to the habit-formation (implicit) theory or by adherence to the cognitive-code learning (explicit) theory. The experiment also investigates the effectiveness of using explicit English or explicit Swedish for the explanations. Details on project design, selection of the 13- and 14-year-old subjects, teaching material, and evaluation are presented here, and the results of the statistical analysis are discussed. The superiority of one teaching method over another is not proven. There are no statistical differences between the teaching strategies as they are defined. The lack of significant results seems to indicate a procedure akin to one suggested by W. Rivers, where she advocates that the student should be made aware of the crucial element in the new pattern. A bibliography is included, and appendixes provide detailed information on the grammar lessons and tests. Related documents can be found through the following reference numbers: Project 1, ED 034 172; Project 3, FL 002 819; Project 4, ED 045 969; Project 5, FL 002 814; Adult Project, FL 002 868; statistical synopsis of Projects 1-3, FL 002 816. (Author/VM)

ED 060 684 FL 002 819

Olsson, Margareta

Implicit and Explicit: An Experiment in Applied Psycholinguistics, Assessing Different Methods of Teaching Grammatical Structures in English as a Foreign Language.

Gothenburg Univ. (Sweden). Dept. of English; Gothenburg Univ. (Sweden). Inst. of Education.

Spons Agency—National Swedish Board of Education, Stockholm.

Report No.—GUME-P-3; R-13

Pub Date Sep 69

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Applied Linguistics, Cognitive Processes, Computers, Contrastive Linguistics, *Educational Experiments, Educational Strategies, *English (Second Language), *Grammar, Instructional Materials, Language Patterns, Language Research, Lesson Plans, Program Evaluation, Psycholinguistics, *Second Language Learning, Statistical Analysis, Structural Analysis, *Teaching Methods, Testing

Project 3 of the GUME research project on foreign language teaching methods, in line with Projects 1 and 2, questions whether the best effect in language teaching is achieved solely by intensive drilling of the structure in question (the implicit method) or if grammatical explanations further the assimilation of the patterns so that, within the same period of time, the student learns better with fewer drills because explanations are

added (the explicit method). Whether the explanations should be in the source language or the target language is also investigated. The educational problem of the experiment is teaching the English passive voice to Swedish students, aged 13 to 14. The main results of this experiment show that there are no significant differences between the three teaching strategies used. Details on the experiment are provided here; project design, subjects, teaching materials, evaluation techniques, student and teacher attitudes, and statistical results are discussed. A bibliography is included and appendixes provide details on grammatical explanations provided and on evaluation and attitude measurement techniques and results. Related documents can be found through the following reference numbers: Project 1, ED 034 172; Project 2, FL 002 818; Project 4, ED 045 969; Project 5, FL 002 814; Adult Project, FL 002 868; Statistical synopsis of Projects 1-3, FL 002 816. (Author/VM)

ED 060 685 FL 002 822

Nickel, Gerhard, Ed.

Kongressbericht der 2. Jahrestagung der Gesellschaft für angewandte Linguistik (Proceedings of the Second Annual Convention of the Society for Applied Linguistics)

German Society for Applied Linguistics.

Pub Date 71

Note—289p.

Available from—Julius Groos Verlag, 6900 Heidelberg 1, Postfach 629, West Germany (\$10.00)

Document Not Available from EDRS.

Descriptors—*Applied Linguistics, Computational Linguistics, *Conference Reports, Contrastive Linguistics, *Language Instruction, Language Patterns, *Language Research, Learning Disabilities, Lexicography, Media Technology, Multimedia Instruction, Phonetic Analysis, Phonetics, Psycholinguistics, Semantics, Teaching Methods, Test Construction, Test Interpretation, Translation, Word Frequency

Identifiers—*West Germany

This conference report of the second annual meeting of the Society for Applied Linguistics contains 38 articles grouped under the following headings: (1) technology and multimedia instruction, (2) theory of translation, (3) the didactics of foreign language instruction, (4) a description of present-day language and linguistics, (5) psycholinguistics, (6) language texts, (7) computer analysis of language, (8) phonetics, and (9) language therapy. An address register of participants and references are included. (RS)

ED 060 686 FL 002 889

Bond, Zinny S. And Others

Working Papers in Linguistics No. 9.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—OSU-CISRC-TR-71-8

Pub Date Jul 71

Note—246p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Artificial Speech, *Auditory Perception, *Comparative Analysis, Dialects, English, Estonian, Experiments, Hungarian, Language, *Language Research, Latvian, *Linguistic Theory, Lithuanian, Morphology (Languages), Mutual Intelligibility, Phonemics, Phonology, *Speech, Suprasegmentals, Syntax

This volume of working papers includes eight papers dealing mainly with experimental topics in linguistics and in phonology and speech. The following articles are in the collection: "Units in Speech Perception," "The Temporal Realization of Morphological and Syntactic Boundaries," "Comparison of Controlled and Uncontrolled Normal Speech Rate," "Word Unit Temporal Compensation," "Relative Intelligibility of Five Dialects of English," "Intensity and Duration Analysis of Hungarian Secondary Stress," "Experiments with Synthetic Speech Concerning Quantity in Estonian," "Phonological Rules in Lithuanian and Latvian." Titles of working papers appearing in previous collections are provided. (VM)

ED 060 687 FL 002 890

Elliott, Dale And Others

Working Papers in Linguistics No. 8.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—OSU-CISRC-TR-Ser-71-7

Pub Date Jun 71

Note—206p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Deep Structure, *Descriptive Linguistics, *English, Form Classes (Languages), Grammar, *Language Research, *Linguistic Theory, Logic, Phrase Structure, Semantics, Sentences, Sentence Structure, Structural Analysis, Surface Structure, *Syntax, Transformation Generative Grammar, Transformation Theory (Language), Verbs

The volume of working papers includes eight papers describing current theory and research in linguistics and in semantics and syntax. The following articles are in the collection: "The Grammar of Emotive and Exclamatory Sentences in English," "Linguistics as Chemistry: The Substance Theory of Semantic Primes," "On Perceptual and Grammatical Constraints," "On Invited Inferences," "Remarks on Directionality" (concerning the relationships among various levels of grammatical description), "Evidence" (concerning the syntactic properties of verbs such as think, believe, assume, suppose, anticipate), "How Come and What For," and "In a Manner of Speaking" (concerning English verbs referring to intended acts of communication). Titles of working papers appearing in previous collections are provided. (VM)

ED 060 688

FL 002 891

Gross, Alexander Lee, Gregory

Working Papers in Linguistics No. 7.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—OSU-CISRC-TR-Ser-71-2

Pub Date Feb 71

Note—243p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Descriptive Linguistics, *English, Language Research, *Linguistic Theory, Nouns, Sentences, Surface Structure, *Syntax, Transformation Generative Grammar, Transformations (Language), *Transformation Theory (Language), Verbs

This volume of working papers includes two papers concerned with syntactic analysis in English. The first paper deals with a number of problems that arise in conjunction with the necessary, allowed, or disallowed coreferentiality of a complement sentence subject with some noun-phrase in a higher sentence. The author seeks to prove that the mechanism involved, generally stated to be governed by verbs, is indeed a subject-subject constraint applicable to a rather natural verb-class. Previous theories are discussed, and the relevant generative-semantic assumptions for the present theory are provided. The hypothesis of the second paper is that, in English, agents are just deep subjects. If a noun phrase is the agent of a sentence, then it is the subject of that sentence in the underlying structure. Terms are defined and the theory is explained. This volume lists all titles appearing in previous volumes of the working papers. (Author/VM)

ED 060 689

FL 002 892

Elliott, Dale E. And Others

Working Papers in Linguistics No. 3.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—OSU-CISRC-TR-Ser-69-4

Pub Date Jun 69

Note—188p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Acoustic Phonetics, Case (Grammar), Deep Structure, *English, Grammar, Intonation, *Language Research, Latvian, *Linguistic Theory, Phonetics, Phrase Structure, Pronunciation, *Semantics, Sentence Structure, Structural Analysis, Suprasegmentals, Surface Structure, *Syntax, Transformation Theory (Language), Verbs

This volume of working papers includes seven papers discussing current theory and research in linguistics, phonetics, semantics, and syntax. The following titles are in the collection: "Do from 'Occur,'" "The Syntax of the Verb 'Happen,'" "

Subjects and Agents," "Modal Auxiliaries in Infinitive Clauses in English," "Some Problems in the Description of English Accentuation," "Some Observations Concerning the Third Tone in Latvian," "On the Syntax and Semantics of English Modals." Titles appearing in the first and second volumes of the working papers are listed. (VM)

ED 060 690

FL 002 909

Weber, Berta N.

Folklore for Teachers: Deutsche Volkskunde im Sprachunterricht (German Folklore in Language Instruction).

Pennsylvania State Modern Language Association.

Pub Date 71

Note—4p.; Paper presented at the Pennsylvania State Modern Language Association Conference, Gannon College, Erie, Pennsylvania, October 1970

Journal Cit—Bulletin of the Pennsylvania State Modern Language Association; v50 n1 p12-15 F 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Design, Clothing Design, Community Characteristics, *Cultural Education, Family Environment, *Folk Culture, *German, Humor, Instructional Improvement, *Language Instruction, *Motivation Techniques, Music Appreciation, Proverbs

Cultural study provides an invaluable tool for the motivation and enrichment of work in the language classroom. The teacher of German, having decided to embark on a culture study program, must not, however, make the mistake of concentrating on the past, nor of letting current political boundaries restrict his approach; rather, he will find that present-day life in all the German-speaking areas affords the most engaging material and the best means for capturing student interest. The four main areas of such a cultural study are family, language, customs, and community structure. Typical subtopics include the city and village, architectural styles, clothing (traditional and modern), folk art, music, dance and song, customs and holidays, menus, children's rhymes, and proverbs and jokes. By pursuing cultural study in this manner, the teacher will impart to his students an awareness of the German life-style and character as well as a knowledge of the language itself. Several sources for appropriate materials are included. (RS)

ED 060 691

FL 002 915

Bailliet, Theresia Sauter

Der Wandervogel: Eine Deutsche Jugendbewegung des 20. Jahrhunderts (The "Wandervogel": A German Youth Movement of the Twentieth Century).

Pennsylvania State Modern Language Association.

Pub Date 71

Note—4p.; Paper presented at the Pennsylvania State Modern Language Association Conference, Gannon College, Erie, Pennsylvania, October 1970

Journal Cit—Bulletin of the Pennsylvania State Modern Language Association; v49 n1-2 p3-6 F 1970-Spr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Folk Culture, Romanticism, *Social Attitudes, *Youth, *Youth Clubs Identifiers—Breuer (Hans), *Germany, *Wandervogel

In an attempt to place the attitudes of present-day youth—specifically hippies and similar groups—in perspective, this article reviews the roots and history of the "Wandervogel," a German youth movement which attempted a return to nature and the simplicity of folkways. While quoting pertinent literature from the past decade, the author examines the genesis of the "Wandervogel" spirit in the German romantic poets, traces it to the founding of mountain retreats during the early part of this century, and follows it to its demise during the Third Reich. Particular attention is paid to Hans Breuer, "Wandervogel" ideologist, and to his collection of folksongs. Indeed, the author feels that the resurrection of folk music, as exemplified by the Volkallied, is the principal legacy of the "Wandervogel," and the one which best represents what is finest in the spirit of the young today. (RS)

ED 060 692

FL 002 917

Riebecke, Detlev, Ed.

Forschungsregister II: Angewandte Sprachwissenschaft (Directory of Research II: Applied Linguistics).

German Society for Applied Linguistics; Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Pub Date Sep 71

Note—255p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Applied Linguistics, Bibliographies, Communication (Thought Transfer), Data Processing, *Indexes (Locators), Language Instruction, *Language Research, Language Tests, Lexicography, Lexicology, Linguistics, *Linguistic Theory, Machine Translation, Phonetics, Psycholinguistics, *Research Projects, Second Language Learning, Sociolinguistics, Speech Handicaps, Translation

This document lists over 100 research projects on various topics related to linguistics and language. The topics covered are foreign- and native-language instruction, relevant bibliographies, research in contemporary language, communication, textbooks, lexicology, lexicography, linguistics, computational linguistics, machine analysis of language, machine translation, phonetics, psycholinguistics, sociolinguistics, speech disorders, native language maintenance, language tests, technology and media, and translation science. The project descriptions include the director's name and address and details on project status, goal, collaborators, and funding. For the first volume, see ED 058 767. (VM)

ED 060 693

FL 002 926

Statistics of Students Abroad, 1962-68: Where They Go, Where They Come From, What They Study. Statistiques des étudiants à l'étranger, 1962-1968: Ou vont-ils? D'où viennent-ils? Qu'étudient-ils?

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—416p.

Available from—Unipub, Inc., P.O. Box 433, New York, New York 10016 (\$6.50)

Document Not Available from EDRS.

Descriptors—*Educational Programs, Exchange Programs, *International Education, International Organizations, Manpower Development, Reference Materials, *Statistical Data, Statistical Studies, Statistics, *Student Distribution, *Student Exchange Programs

This volume, an analysis of international trends in student exchange programs, is presented in two parts. Part One contains the actual analysis, supplemented by an annex of tables which summarize world and regional trends. Part Two contains "country tables" for 151 countries and territories in which students abroad are presented according to (a) their country of study and (b) their field of study. This is the first comprehensive study on this subject published by UNESCO. The study analyzes statistical data on foreign students which have been collected by the Office of Statistics of Education. This study serves as a reference source for those interested in international exchanges and, more specifically, as a documentation for national authorities concerned with manpower planning. A summary of major findings and the computer-printout data on which the study is based are included. The text is presented in French and in English. (Author/RL)

ED 060 694

FL 002 927

Semprun, Morahima de

El español con gusto - Spanish with Pleasure: A Television Course in Beginning College Spanish.

New York State Education Dept., Albany. Bureau of Mass Communications.

Note—209p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Audiolingual Skills, Basic Skills, *College Programs, *Conversational Language Courses, Grammar, Instructional Materials, Language Instruction, Modern Languages, Oral Communication, *Spanish, *Televized Instruction, Textbooks, *Traditional Grammar, Vocabulary Development

Sixty-four Spanish lessons for use in a televised beginning college Spanish program are presented in this text. Lessons include exercises, verb study, conversation, vocabulary development, and grammatical analysis. Fundamental to the course is the

belief that mastery of grammar can only be achieved through conversation. As a consequence, lessons focus on developing grammatical understanding integrally with conversational skills. (RL)

ED 060 695 FL 002 928

A Study of the Effect of Latin Instruction on English Reading Skills of Sixth Grade Students in the Public Schools of the District of Columbia, School Year, 1970-71.

District of Columbia Public Schools, Washington, D.C.

Pub Date Oct 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classical Languages, *Educational Experiments, *English, Language Instruction, *Latin, *Modern Languages, Reading Ability, *Reading Achievement, Reading Development, Reading Diagnosis, Reading Improvement, Reading Instruction, Reading Skills

This study examines the effect of language study on the English reading skills of sixth-grade school children. Achievement in reading skills of a control group of students receiving no foreign language instruction was compared with that in the Latin instruction group. Differences in scores of pretests and posttests of the more than 1100 students in three categories of reading achievement—vocabulary, comprehension, and total reading skills—were used as the data in determining average achievement in each group. Results of the study indicate that there is a significant difference between reading achievement scores of sixth-grade students receiving foreign language instruction and students with no foreign language instruction. The report includes: (1) introductory remarks, (2) review of related literature, (3) the problem, (4) methods and procedures, (5) limitations of the study, (6) presentation and analysis of data, and (7) conclusions and recommendations. (RL)

ED 060 696 FL 002 934

Archer, Julie And Others

Umweltverschmutzung. German Ecology Packet: Resource Units and Materials for German Classes at All Levels.

Minnesota State Dept. of Education, St. Paul. Div. of Instruction.

Pub Date Jan 72

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biological Sciences, Cross Cultural Studies, *Ecology, Environment, *Environmental Education, *German, *Instructional Materials, Language Instruction, Modern Languages, Secondary Education, Student Interests, Student Motivation, *Supplementary Reading Materials, Supplementary Textbooks

Supplementary resource materials for use in upper level secondary school German classes are presented in this text. Teachers who are seeking new content and are willing to adapt these instructional materials on ecology in Germany will find three self-contained units on: The Plight of the Polar Bear, Polluted Swimming Pools in Germany, and Dead Fish and Broken Glass. The last section is a tape-recorded listening comprehension unit. Activities suggested include the use of: (1) bulletin boards, (2) posters, (3) skits, (4) pen pals, (5) ecology scavenger hunt, and (6) "confrontation." The final section of supplementary readings contains an article by Ralph Nader, gasoline ads, and several cartoons on ecology. (RL)

ED 060 697 FL 002 935

Proceedings [of the] Pre-Conference Workshop on Culture.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date Nov 71

Note—117p.; Conference held November 22-24, 1971 in Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cultural Awareness, Cultural Differences, *Cultural Education, English (Second Language), Foreign Culture, French, German, *Instructional Materials, *Language Instruction, Lesson Plans, *Modern Languages, Secondary Schools, Spanish

Instructional materials generated at the November 1971, American Council on the Teaching of Foreign Languages Pre-Conference Workshop on Culture compiled in this publica-

tion include papers for teachers of French, German, Spanish, and English-as-a-second-language. This compilation is intended to help secondary school teachers broaden their approach to the teaching of culture and provides samples for preparing materials. Contents are presented in four categories: (1) language and culture, (2) programed culture assimilators, (3) mini-dramas, and (4) culture capsules. (RL)

ED 060 698 FL 002 943

Norris, William E.

Teacher Qualifications and Preparation:

Guidelines for TESOL/US.

Pub Date 1 Mar 72

Note—16p.; Speech presented at the Sixth Annual TESOL Convention, Washington, D. C., March 1, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Certification, Educational Objectives, *English (Second Language), *Guidelines, Inservice Teacher Education, Program Design, Program Evaluation, Teacher Behavior, *Teacher Education, *Teacher Qualifications, *Teacher Role

This paper presents a proposed statement of qualifications and guidelines for the preparation and certification of teachers of English to speakers of other languages in the United States. It is designed to assist teacher certification agencies and educational institutions in the establishment of certification standards and in the design and evaluation of teacher education programs. The statement (1) defines the role of the English-as-a-second-language (ESL) teacher in American schools, (2) describes his personal qualities and professional competencies, and (3) states the objectives and categorizes important features of a teacher education program designed to develop ESL teachers of high professional ability. (Author)

ED 060 699 FL 002 944

Graustein, Jean McCarthy, Comp. Jaglinski,

Carol L., Comp.

An Annotated Bibliography of Young People's Fiction on American Indians.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Report No.—Curriculum-Bull-11

Pub Date 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, American Indians, *Annotated Bibliographies, *Childrens Books, Cultural Awareness, Cultural Background, Cultural Education, *Fiction, *Reading Materials, Self Concept, Social Studies

This annotated bibliography on the American Indian lists over 250 works of fiction written between 1933 and 1969 for children. It is hoped that the bibliography will benefit not only the nearly 200,000 Indian children in public, federal, private, and mission schools, but the non-Indian children in those schools as well. These books should be helpful in teaching English, reading, social studies, and other disciplines. Each annotation lists the tribe involved in the story and the suggested grade level. An index arranged by tribe name lists works that concern each particular group. (Author/VM)

ED 060 700 FL 002 946

Leaverton, Lloyd

Should Non-Standard Speech Patterns Be Used in the Urban Language Arts Curriculum?

Pub Date Mar 71

Note—12p.; Speech presented at the English-Black and White Conference, Purdue University, March 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American English, *Beginning Reading, Classroom Techniques, Educational Experiments, *Language Development, Language Instruction, Language Patterns, *Language Research, Lower Class Students, *Non-standard Dialects, Oral English, Psycholinguistics, Self Concept, Speech, *Standard Spoken Usage, Teacher Attitudes, Teacher Behavior, *Teaching Models, Verbs

The problem of teaching standard English reading and language skills to children who speak nonstandard dialects can be facilitated through a language program that distinguishes between "everyday talk" and "school talk," while recognizing the position of both types of speech. The in-

structional materials must be meaningful with respect to the experiential background of the learner. At no time during the learning situation should the child be given the impression that his basic, established speech patterns are inferior speech. In this particular language program, verb usage constitutes the area of distinction between the two types of language, and the instructional procedures and practices described here emphasizes those differences. Research indicates that if the children's established speech forms are accepted as legitimate forms of communication while those speech forms used in school by the teacher and observed in the books are systematically introduced, the children readily accept and enjoy learning the speech forms traditionally fostered by the school. For related document, see FL 002 947. (Author/VM)

ED 060 701 FL 002 947

Leaverton, Lloyd

Dialectal Readers—Rationale, Use, and Value.

Pub Date Apr 71

Note—11p.; Paper presented at Preconference Institute of the International Reading Association, Atlantic City, N. J., April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, *Educational Experiments, *Language Development, Language Instruction, Language Patterns, Language Research, Language Skills, Minority Groups, *Nonstandard Dialects, Oral English, Psycholinguistics, Reading Instruction, Reading Programs, Social Dialects, *Standard Spoken Usage, Tables (Data), Teacher Attitudes, Teacher Behavior, Verbs

The experiment described in this report investigates two basic questions concerning beginning reading instruction to speakers of non-standard dialects. 1—Will learning to read be facilitated if the primary reading material is phrased in the actual word patterns and grammatical structure used by the children in their oral speech? 2—Will learning the same story rephrased in speech patterns corresponding to standard English usage be facilitated if the children first learn to read the story phrased in the word patterns and grammatical structure corresponding to their oral speech? Using the concepts of "everyday talk" and "school talk" with special emphasis on the verb-usage differences between the two, an experimental class was conducted with the above questions in mind. Results of tests administered to the experimental group and the control group show that there is a definite trend in favor of the experimental group. The experimental reading program encourages the teacher to respect and accept the children's established dialect while at the same time providing a framework to help the children learn to read, gradually and systematically using standard English in their oral language activities. For additional information, see FL 002 946. (Author/VM)

ED 060 702 FL 002 949

Olson, Linda L. Samuels, S. Jay

The Relationship Between Age and Accuracy of Foreign Language Pronunciation.

Pub Date 4 Apr 72

Note—17p.; Speech presented at the American Educational Research Association Annual Meeting, April 4, 1972, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *Age Differences, Children, Environmental Influences, German, *Language Ability, Language Development, Language Instruction, Learning Theories, Phonemes, *Phonology, *Pronunciation, *Second Language Learning, Tables (Data)

The purpose of this study is to test the commonly held assumption that younger children are superior to those who are older in learning to speak a second language with a good accent. Students from the elementary, junior high, and college levels are tested after receiving identical instruction in German phonemes. Post-test results indicate that both the junior high and college groups are superior to the elementary age group. There is good evidence that the age-language acquisition relationships favoring younger students hold for first languages only. The common observation that children acquire better language pronunciation than adults may have an environmental-socioeconomic explanation and depend on the differences in the way each group is able to acquire the second language. It is more probable

that children would have a closer approximation to nativelike pronunciation because they are surrounded by good models more of the time than their adult counterparts. (Author/VM)

ED 060 703 FL 002 951

Ulibarri, Mari-Luci

Pensamientos Sobre (Thoughts on) Teaching English as a Second Language.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Classroom Techniques, Comparative Analysis, Contrastive Linguistics, Cultural Education, *English (Second Language), Language Development, *Language Instruction, Language Patterns, Language Skills, Minority Groups, Pattern Drills (Language), Pronunciation, Reading Instruction, *Second Language Learning, *Spanish Speaking, Substitution Drills, *Teaching Methods, Verbs

This document presents ideas on various topics in teaching English as a second language. Some of the problems of English orthography and semantics are illustrated. The role of contrastive analysis is mentioned with Spanish-English illustrations. A list of second-language-acquisition principles and techniques is provided, and suggestions for individual or group work, pronunciation class, pattern drills, teaching by the unit method, verb study, reading practice, and question and answer techniques are included. (VM)

ED 060 704 FL 002 952

Morrow, Judith C.

An Annotated Bibliography of Spanish Readers for Levels I-IV.

Indiana Univ., Bloomington. Indiana Language Program.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Sep 71

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Bibliographies, Classroom Materials, Instructional Materials, Instructional Program Divisions, *Language Instruction, Literature, Modern Languages, *Reading Materials, *Reading Material Selection, Secondary School Students, *Spanish

Introductory remarks and suggestions for the possible use of reading materials included in this annotated bibliography precede the 38 entries classified according to grade level. The informational data includes: author, title, source, and availability. Annotations refer to format, level indicated, grammar, theme or plot, projected teaching use, and cultural application. Both hard cover and paperback books are represented. Most entries were written during the 1960's. (RL)

ED 060 705 FL 002 953

Goodman, Frank M.

Bilingual Bicultural Education in the Compton Unified School District and Its Relevance to a Multi-Ethnic Community.

Compton City Schools, Calif.

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, Bilingual Education, *Bilingualism, Community Involvement, Cultural Education, Culturally Disadvantaged, Economically Disadvantaged, Educational Innovation, Educational Objectives, *Educational Strategies, English (Second Language), Ethnic Groups, Language Instruction, *Language Programs, *Mexican Americans, Minority Groups, Second Language Learning, Self Concept

Identifiers—California, *Compton

The Compton Bilingual Plan is a multi-cultural program designed to foster language preservation as a national resource to promote a well-educated, well-adjusted citizenry able to function effectively in two languages and in two or more cultures. The children are taught in two languages, Spanish and English, and are openly participating in trans-racial communication in a multi-cultural classroom and community. All the children, within an integrated classroom environ-

ment, are offered the opportunity to become functional bilinguals and participate in one another's culture. (Author/VM)

ED 060 706 FL 002 954

Hounsell, D. And Others

Guide to the TANDEM System for the Modern Languages Department Tape Library: A Non-Technical Guide for Teachers.

Portsmouth Polytechnic (England).

Pub Date Jan 72

Note—9p; Revised edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Codification, Indexes (Locators), Information Retrieval, Instructional Materials, Language Instruction, *Language Laboratories, *Library Science, Magnetic Tapes, *Modern Languages, *Tape Recordings

This guide for teachers to the tape indexing system (TANDEM) in use at the Modern Languages Department at Portsmouth Polytechnic focuses on tape classification, numbering, labeling, and shelving system procedures. The appendixes contain information on: (1) the classification system and related codes, (2) color and letter codes, (3) marking of tape box and tape spool, and (4) TANDEM accessions. The study serves as a model for libraries undertaking the classification of their taped instructional materials. (RL)

ED 060 707 FL 002 957

Lee, Richard R.

Performance Criteria for Teachers: Design of a Model for Innovation.

Pub Date 1 Mar 72

Note—12p; Speech presented at the Sixth Annual TESOL Convention, Washington, D. C., March 1, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, Classroom Techniques, *Educational Accountability, Educational Innovation, *English (Second Language), Guidelines, Language Instruction, *Performance Criteria, *Teacher Behavior, Teacher Education, *Teacher Evaluation, Teacher Qualifications

Educational innovation in English-as-a-second-language (ESL) should promote control of the profession by those who practice it. ESL teachers should provide the criteria by which they wish to be evaluated and by which a conscientious teacher can evaluate her own performance. The members of the Florida affiliate of Teachers of English to Speakers of Other Languages (TESOL) have undertaken the process of developing criteria for ESL teacher behavior in academic skills and in classroom management skills. The specifications are written in behavioral terms, complete with the condition under which these behaviors are to be performed and the criteria by which they are evaluated. The Florida TESOL members discuss the specifications in face-to-face meetings whenever possible. The current list of criteria, awaiting a fourth revision, is included here. (VM)

ED 060 708 FL 002 958

Kessler, Carolyn

Syntactic Contrasts in Child Bilingualism.

Pub Date 29 Feb 72

Note—18p; Speech presented at the Sixth Annual TESOL Convention, Washington, D. C., February 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Bilingualism, *Child Language, Children, *Comparative Analysis, Contrastive Linguistics, Deep Structure, *English (Second Language), *Italian, Italian Americans, *Language Development, Language Instruction, Language Programs, Language Research, Linguistic Competence, Second Language Learning, Statistical Analysis, Surface Structure, Syntax

A language-research experiment designed to examine the linguistic competence of bilingual Italian-American children demonstrates that structures shared by Italian and English are acquired in approximately the same order and at the same rate, and that the sequencing of specific structures reflects linguistic complexity. Structures appearing in both languages are believed to have a common underlying base and realized by the same set of transformational rules. The definite sequencing evident in child-language acquisition may have implications for second-language acquisition by adults; instructional materi-

als and programs could be established with this in mind. (VM)

ED 060 709 FL 002 959

Robinet, Betty Wallace

The Domains of TESOL.

Pub Date 26 Feb 72

Note—24p; Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 26, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Applied Linguistics, Bilingual Education, Cultural Pluralism, *English (Second Language), Language Development, Language Instruction, *Language Programs, Minority Groups, *Non-English Speaking, *Nonstandard Dialects, *Professional Associations, Psycholinguistics, Puerto Ricans, Second Language Learning, Social Dialects, Sociolinguistics, Standard Spoken Usage

The domains of Teachers of English to Speakers of Other Languages (TESOL) are those spheres of concern involving persons who speak languages other than English or dialects of English other than the standard. This clientele has been classified traditionally in terms of programs in English as a foreign language, English as a second language, English as a second dialect, and bilingual education. This paper suggests a classification of these various groups by a configuration which differentiates yet relates them to each other by placing them along a continuous line running from one extreme, that of the non-English speaker, to the other extreme, that of the speaker of standard English. It is suggested that each program is an individual operation distinguished from others by variables such as student population, motivation, and teaching and administrative personnel. It is noted that heretofore methods and materials developed principally for one group (English as a foreign language) have been used for populations in various programs, and it is suggested that the TESOL organization should encourage research in linguistics, sociolinguistics, and psycholinguistics which will perhaps aid in the development of new strategies of teaching for all the programs which exist in the TESOL domains. (Author)

ED 060 710 FL 002 961

Izzo, Herbert J.

Uses and Misuses of the Terms "Substratum" and "Superstratum."

Pacific Northwest Conference on Foreign Languages, Portland, Oreg.

Pub Date 72

Note—9p; In "Proceedings of the Pacific Northwest Conference on Foreign Languages," Twenty-Second Annual Meeting, held in Boise, Idaho, April 16-17, 1971, p257-265

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ambiguity, *Definitions, Descriptive Linguistics, *Diachronic Linguistics, Linguistics, *Linguistic Theory, Romance Languages

The use of the terms "substratum" and "superstratum," used in diachronic linguistics to designate linguistic contact, leads to ambiguity, confusion, and specious arguments. Each term carries a chronological-geographic, a social, and a linguistic definition which increases the grounds for misunderstanding. The terms encourage thinking about language relationships in an unrealistic and deceptive way, as material substances piled up in layers. Clearer, more specific terms should be used to suggest the particular aspect of the relationship under consideration. "Upper" and "lower" might suggest a social relationship; "conquered" and "conquering" could be used to designate that particular situation of language influence. (VM)

ED 060 711 FL 002 962

Monohan, Patrick J., Jr.

Aspect in the Latin Verb.

Pacific Northwest Conference on Foreign Languages, Portland, Oreg.

Pub Date 72

Note—5p; In "Proceedings of the Pacific Northwest Conference on Foreign Languages," Twenty-second Annual Meeting, Boise, Idaho, April 16-17, 1971, p197-201

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classical Languages, *Grammar, *Latin, *Morphology (Languages), Syntax, *Traditional Grammar, *Verbs

A charge is made that the traditional classification of the Latin verb system into six tenses in the indicative mood (present, future, future perfect, imperfect, perfect, and pluperfect) is incorrect since it unduly stresses application of the term "tense." Ensuing discussion centers around grammatical aspect as signaled by the form of a verb rather than by its content. The author then considers a second variety of aspect—lexical aspect—which is dependent upon the semantic load of a verb. Concluding remarks focus on means by which distinctions between "perfect" and "imperfect" can be made more evident. (RL)

ED 060 712 FL 002 963

Heien, L. G.

Student Goals and Sound Pedagogy: Some Different Directions for Programmed Materials.

Pacific Northwest Conference on Foreign Languages, Portland, Ore.
Pub Date 72

Note—7p.; In "Proceedings of the Pacific Northwest Conference on Foreign Languages," Twenty-second Annual Meeting, Boise, Idaho, April 16-17, 1971, p285-291

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grammar, Individualized Instruction, Instructional Program Divisions, *Language Instruction, *Modern Languages, Morphology (Languages), *Programmed Instruction, *Programed Materials, Relevance (Education), Second Language Learning, Semantics, Student Motivation, *Teaching Methods, Teaching Techniques

This paper discusses an aspect of "designed learning," focusing on self-contained written programs dealing with grammatical structure at the concept or principle level, to be used by the student outside of class without the aid of an instructor. Several self-contained partial "programs" dealing with fundamental morphological and semantic concepts are proposed. The notion that different modes of learning exist and, therefore, require differentiation in the development of teaching strategies is emphasized. (RL)

ED 060 713 FL 002 964

Giese, Frank

How Can We Keep French in the Curriculum—or Should We?

Pacific Northwest Conference on Foreign Languages, Portland, Ore.
Pub Date 72

Note—8p.; In "Proceedings of the Pacific Northwest Conference on Foreign Languages," Twenty-Second Annual Meeting, held in Boise, Idaho, April 16-17, 1971, p277-284

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Planning, Enrollment Trends, *French, Instructional Program Divisions, Interdisciplinary Approach, Language Instruction, *Modern Languages, *Relevance (Education), Social Factors, *Sociocultural Patterns, Student Attitudes, Student Centered Curriculum, Student Motivation

After a thorough debunking of the traditional justification for the teaching of French, the author proposes to revitalize interest in language instruction through wide-scale curricular reforms. Socioeconomic problems in the United States are related to student unrest and declining enrollment in language programs. An outline of suggested interdisciplinary courses of study intended to promote greater educational relevance in French studies is developed. (RL)

ED 060 714 FL 002 965

Holley, Freda M.

The Mental Lexicon: Vocabulary Acquisition as a Problem of Linguistics and of Human Memory.

Pacific Northwest Conference on Foreign Languages, Portland, Ore.
Pub Date 72

Note—11p.; In "Proceedings of the Pacific Northwest Conference on Foreign Languages," Twenty-Second Annual Meeting, held in Boise, Idaho, April 16-17, 1971, p266-276

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Distinctive Features, Information Processing, Language Instruction, *Language Research, Learning Processes, Linguistics, *Memory, Psycholinguistics, *Second Language Learning, Semantics, Transformation Generative Grammar, *Vocabulary Development

This paper discusses various theories of the role of memory in vocabulary acquisition and storage. Several research models are described, and theoretical considerations and questions are presented. The lexicon is seen as an element of grammar; an understanding of lexicon organization is important in the understanding of vocabulary acquisition. Research into memory and vocabulary development has implications for the foreign language teacher. (VM)

ED 060 715 FL 002 967

Seigneuret, Jean-Charles, Ed. Benseler, David P., Ed.

Reports from the Fall Regional Conferences of the Washington Association of Foreign Language Teachers.

Washington Association of Foreign Language Teachers, Pullman.

Pub Date Jan 72

Note—43p.

Journal Cit—W.A.F.L.T. Forum; v4 n2 p29-71 Jan 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *French, *German, Individualized Instruction, Language Instruction, Language Programs, Mexican Americans, *Modern Languages, Relevance (Education), *Spanish

Reports and papers from the Fall 1971 regional meetings of the Washington Association of Foreign Language Teachers (WAFLT) are compiled in this document. Topics focus on individualized instruction, bilingual education, language teaching abroad, administrator attitudes, and reports from the WAFLT French and German sections. (RL)

ED 060 716 FL 002 968

Materials Acquisition Project: Volume 1, Number 1.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, Childrens Books, Foreign Language Books, *Instructional Materials, Instructional Program Divisions, *Language Instruction, Modern Languages, Portuguese, Resource Materials, Romance Languages, *Spanish, Textbooks

The first in a series of publications developed by the Materials Acquisition Project, this booklet contains annotations of potentially useful educational materials from prekindergarten through grade 12 that have been acquired from Spanish- and Portuguese-speaking countries. Annotated listings include reference to source, availability, cost, and age-level. Categories include: (1) picture books, (2) fiction, (3) general works, (4) philosophy, (5) social science, (6) language arts, (7) pure science, (8) technology, (9) the arts, (10) literature, and (11) history. For related documents, see FL 002 969-FL 002 977. (RL)

ED 060 717 FL 002 969

Materials Acquisition Project: Volume 1, Number 2.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, *Instructional Materials, Instructional Program Divisions, Language Arts, Language Instruction, Natural Sciences, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic

materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968 and FL 002 970-FL 002 977. (RL)

ED 060 718 FL 002 970

Materials Acquisition Project: Volume 1, Number 3.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, *Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968, FL 002 969, and FL 002 971-FL 002 977. (RL)

ED 060 719 FL 002 971

Materials Acquisition Project: Volume 1, Number 4.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, *Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish and Puerto Rican instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 970 and FL 002 972-FL 002 977. (RL)

ED 060 720 FL 002 972

Materials Acquisition Project: Volume 1, Number 5.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, *Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for

Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 971 and FL 002 973-FL 002 977. (RL)

ED 060 721 FL 002 973

Materials Acquisition Project: Volume 2, Number 1.

San Diego City Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 71
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, *Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 972 and FL 002 974-FL 002 977. (RL)

ED 060 722 FL 002 974

Materials Acquisition Project: Volume 2, Number 2.

San Diego City Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 71
Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, *Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 973 and FL 002 975-FL 002 977. (RL)

ED 060 723 FL 002 975

Materials Acquisition Project: Volume 2, Number 3.

San Diego City Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 71
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, *Portuguese, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish and Portuguese instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 974, FL 002 976, and FL 002 977. (RL)

ED 060 724 FL 002 976

Materials Acquisition Project: Volume 2, Number 4.

San Diego City Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 71
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, *Portuguese, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish and Portuguese instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 975 and FL 002 977. (RL)

ED 060 725 FL 002 977

Materials Acquisition Project: Volume 2, Number 5.

San Diego City Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 71
Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bilingual Education, Elementary Schools, Fles, History, *Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 976. (RL)

ED 060 726

Tarone, Elaine E.

A Suggested Unit for Interlingual Identification in Pronunciation.

Pub Date 28 Feb 72

Note—11p; Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 28, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Speech), Auditory Perception, Consonants, Interference (Language Learning), Language Instruction, Language Research, *Language Rhythm, Language Universals, Linguistic Performance, Linguistic Theory, Phonetics, *Pronunciation, Pronunciation Instruction, *Psycholinguistics, *Second Language Learning, *Syllables, Vowels

Recent research in experimental phonetics seems to provide evidence for a clear division between language units and speech units. Many researchers have suggested that the consonant-vowel (CV) syllable may be a universal unit of speech production and perception, while language units become critical only at higher levels of processing. In second language learning, the language units and speech units may interfere with one another and produce a disorganized type of speech rhythm. Even before grammar rules and language units are introduced, it would seem profitable to introduce students to the syllabic patterning and rhythmic structure of the target language and to teach them to imitate orally the sounds and rhythms of the target language before they understand the meaning of the utterances. (Author/VM)

ED 060 727 FL 002 991

Peterson, William S., Ed.

Foreign Curriculum Consultants in Action.

Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-14159

Pub Date 71

Note—58p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (GPO 1780-0808, \$.65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consultants, *Curriculum Development, *Curriculum Planning, Educational Planning, *Foreign Culture, *Foreign Nationals, Instructional Program Divisions, International Education, Resource Teachers, Student Motivation, Teacher Attitudes

The purpose of this brochure is to illustrate the nature, value, and impact of the Foreign Curriculum Consultant Program of the United States Office of Education. This program, in existence since 1964, involves curriculum consultants from other countries who are specialists in the language and culture of their homelands. Twelve articles by a representative group of consultants illustrate activities of participating members during a typical academic year. Appendixes provide statistical data concerning program financing (1964-1970) and information about sponsoring institutions. (RL)

ED 060 728

Benson, Susan Shattuck

Proyecto Leer Bulletin, Number 10.

Books for the People Fund, Inc., Washington, D.C.; Organization of American States, Washington, D.C.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Booklists, Books, Cultural Education, *Instructional Materials, Instructional Program Divisions, *Language Instruction, Modern Languages, *Resource Materials, *Spanish, Tests

This guide to instructional materials for teachers of Spanish contains references to commercially-prepared works in several classified areas. The works listed are intended for use in grades ranging from kindergarten through senior high school and also include materials for adult education. The 10 categories cover: (1) audiovisual materials, (2) books and periodicals, (3) consumer education, (4) employment, (5) government documents in Spanish, (6) health,

(7) housing, (8) the law and rights of citizens and policemen, (9) meetings, projects, and committees, and (10) tests for Spanish-speaking children. Abstracts, authorship, availability, and prices are included for each entry. (RL)

ED 060 729 FL 002 997

Bolinger, Dwight

The Influence of Linguistics: Plus and Minus.

Pub Date 28 Feb 72

Note—23p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Methods, Cognitive Processes, Deep Structure, Descriptive Linguistics, Habit Formation, Language Instruction, *Linguistics, Pattern Drills (Language), Phonology, Pronunciation Instruction, *Second Language Learning, Speech, *Structural Linguistics, Synchronic Linguistics, *Teaching Methods, Traditional Grammar, Transformation Generative Grammar, *Transformation Theory (Language)

This paper presents a survey of the development of linguistics and the influence of linguistics on second language learning. Emphasis is given to the era beginning with language instruction during World War II to the present day. The influence of structural linguistics is described. The resulting audiolingual approach is also considered and evaluated. The resurgence of traditional grammar accompanying the development of transformation theory and a cognitive approach is discussed. The author considers the contributions as well as the shortcomings of the theories and states that the element most severely neglected by linguistic theory is meaning. (VM)

ED 060 730 FL 002 998

Chiu, Rosaline K.

Register Constraints on the Choice of the English Verb.

Pub Date 28 Feb 72

Note—30p.; Speech presented at the Sixth Annual TESOL Convention, Washington, D. C., February 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *English, English (Second Language), Instructional Materials, Language Instruction, Language Research, *Language Styles, *Language Usage, Sociolinguistics, Statistical Analysis, Tables (Data), *Verbs, *Word Frequency

The study of registers in language is the study of language as it varies according to "use." The situation in which language is used imposes certain constraints on the structure and lexical ingredients of the language. In this report, the author investigates the use of verbs in two different registers in English. The frequency of verbs in both their purely lexical and structural occurrences is measured, and the findings are reported. The statistical differences in usage carry implications for language instruction. An awareness of the relative frequency or infrequency of occurrences of specific teaching points might guide teachers in their practical work. (VM)

ED 060 731 FL 002 999

Smith, Larry E.

An Individualized Seminar in American Culture and English as a Second Language at the Culture Learning Institute, East-West Center.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Jan 72

Note—18p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., March 1, 1972, and published as Working Paper No. 11 of the East-West Culture Learning Institute

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *American Culture, Cultural Activities, Cultural Education, *English (Second Language), Individual Activities, *Individualized Instruction, Instructional Materials, Language Fluency, Language Proficiency, Language Programs, Language Skills, Peer Teaching, *Program Design, Second Language Learning, *Seminars, Student Attitudes, Teacher Role

This report presents a description of a seminar in American culture and English-as-a-second-language which allows the students to learn what they want, at their own rate. The teacher serves as a guide and helps the student plan and evaluate his studies. Students may also assume the function of communicating knowledge or ability

to each other. Instructional materials depend on the interests of the participants. Basic and constant in the course is a textbook designed to promote language fluency which provides resource material for group discussions usually lasting 20 to 30 minutes. A variety of 15-minute tapes, ranging from simple dialogues to complex lectures and directions, are also used; each tape includes comprehension questions and answers. Each student maintains a folder to record his classroom activity. Students spend at least half their seminar time on cultural "adventures" outside the classroom. In the classroom, they record their impressions and ask any questions. The teacher listens to the tapes and makes suggestions for language development. A list of suggested cultural activities is provided. (VM)

ED 060 732 FL 003 000

Roberts, Elsa

Teacher-Training for Cross-Cultural Communication.

Language Research Foundation, Cambridge, Mass.

Pub Date Jan 72

Note—16p.; Report on the conference "Workshop on Student-Teacher Communication," April 29-30, 1971, published in Language Research Report No. 6

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Cultural Training, Elementary School Students, Elementary School Teachers, *English Instruction, Language Standardization, *Minority Group Children, Social Dialects, Sociocultural Patterns, Standard Spoken Usage, Student Characteristics, Student Motivation, Student Needs, Student Subcultures, *Student Teacher Relationship, Teacher Attitudes, *Teacher Education, Teacher Influence, Teaching Methods

A program, initiated during the Fall of 1970 by the Language Research Foundation, which develops a curriculum for training teachers in cross-cultural communication is described in this paper. The three-phase project focuses on: (1) research, (2) curriculum development, and (3) curriculum trial-evaluation. Proceedings of a conference held under the auspices of the Social Science Research Council on student-teacher communications are the central focus of this report. (RL)

ED 060 733 FL 003 001

Jameson, Andrew, Comp.

The Organization of Audio-Visual Materials: A Bibliography.

Portsmouth Polytechnic (England).

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Audiovisual Instruction, Bibliographies, Classification, *Colleges, Information Retrieval, Language Instruction, Language Laboratories, Library Collections, Library Material Selection, Library Planning, *Library Science, *Modern Languages, Reference Materials, Tape Recordings

This 77-item bibliography was compiled by the Department of Modern Languages at Portsmouth Polytechnic College. Most entries were written after 1960. Topics include a wide variety of information, frequently technical, on library procedures and techniques in classifying audiovisual materials, tape centers, photographic catalogues, and information retrieval systems. Many of the entries are briefly annotated. (RL)

ED 060 734 FL 003 002

Elling, Barbara, Ed.

Proceedings of the Second Stony Brook Workshop: "Phase I in Foreign Language Teaching."

State Univ. of New York, Stony Brook.

Pub Date 13 Nov 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, *Curriculum Development, Directed Reading Activity, Educational Trends, Flexible Schedules, *Individualized Instruction, Instructional Program Divisions, Language Tests, *Learning Activities, Magnetic Tape Cassette Recorders, Media Selection, *Modern Languages, Student Evaluation, Tape Recordings, *Teaching Methods

Identifiers—Comprehensive Achievement Monitoring

Proceedings of the Second Stony Brook Workshop are outlined in this paper. Discussions of six sectional meetings are summarized including: (1) pretesting and posttesting; Comprehensive Achievement Monitoring, (2) the role of media, (3) humane grading mini-packers, and flexible granting of credit, (4) individualized instruction: selection, preparation, and implementation, (5) individualized instruction and the portable cassette recorder, and (6) emerging trends in college teaching and curriculum changes. (RL)

ED 060 735 FL 003 008

Abbey, Karin L.

Social Studies as Social Anthropology: A Model for ESL Curricula.

Pub Date 28 Feb 72

Note—15p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, Behavior Patterns, Biculturalism, Bilingual Education, *Bilingualism, Children, Cultural Background, Cultural Differences, *Cultural Education, *Curriculum Design, *Elementary Grades, English (Second Language), Mexican Americans, Non English Speaking, *Social Studies

This paper describes a program of cultural education designed for elementary school children in a bilingual setting. The author argues that only through the study of other cultures can the child who enters the Anglo-American school system from a non-Anglo background appreciate fully the relationship between his culture and the dominant culture, and understand his place within the two cultures. The program suggested presents nine units, each one on the study of a particular culture. The cultures to be studied represent a wide variety of types selected for diversity in population size, language, subsistence, race, climate, and geography. The life of the child is considered in each culture. Each culture is studied objectively as an entity, without reference to or measurement against a master culture. Unit 10 provides a chance for the child to see differences and similarities among the cultures by classifying the children from the nine cultures in terms of the way they live. Different classification criteria produce various groupings, underlining a variety of differences and similarities. (VM)

ED 060 736 FL 003 011

Swanson, Maria Antonieta Medina

Interaction Analysis in Foreign Language Teaching: A Rationale.

Pub Date May 71

Note—65p.; Master's thesis, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, Group Behavior, Group Dynamics, Instructional Program Divisions, *Interaction Process Analysis, *Modern Languages, Sensitivity Training, *Student Attitudes, Student Motivation, *Teacher Attitudes, Teaching Methods, Teaching Models, Teaching Quality, Teaching Techniques

Identifiers—Flanders System of Interaction Analysis

A system for observing and coding verbal interchanges between the teacher and his pupils, at all instructional levels, is described in this study. The system, widely known as the Flanders System of Interaction Analysis, is reviewed in terms of its effect on the classroom behavior of teachers and on student attitudes. The application of the Flanders System in the foreign language classroom and foreign language teaching is explored. (RL)

ED 060 737 FL 003 012

Childers, Jean

Some Secondary Level Curriculum Considerations for Teaching Spanish to the Mexican American in Austin, Texas.

Pub Date Aug 71

Note—149p.; Master's thesis, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cross Cultural Studies, Cross Cultural Training, Cultural Environment, *Mexican Americans, Relevance (Education), Secondary Grades, *Secondary Schools, Sociology, *Spanish, Student Attitudes, Student Interests, Student Motivation, Student Needs, Teacher Influence, *Teaching Methods

The purpose of this study is to present curriculum considerations for the non-native who is interested in teaching Spanish to the Mexican-American at the secondary level of instruction. Approaches and directions are suggested to help bring about an effective type of cross-cultural teaching, particularly for certified Anglo teachers whose teaching experience has been exclusively with Anglo classes. The study includes: (1) introductory remarks, (2) review of related literature, (3) background, (4) classroom approaches and procedures, (5) textbooks and other materials, and (6) summary and conclusions. Appendixes contain sample questionnaires concerning sociological and educational information about Mexican-American students and sample communications to parents. (RL)

ED 060 738

FL 003 014

Wessels, Betsy Davis

The Development of Facility in Free Oral Expression.

Pub Date May 71

Note—67p.; Master's thesis, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, Conversational Language Courses, *English (Second Language), Instructional Materials, Instructional Program Divisions, *Language Instruction, Oral Reading, Reading Skills, *Speech Skills, *Teaching Methods, Teaching Skills, Teaching Styles

This thesis develops a method of classroom language instruction for teachers of English as a second language which enables students to extend their linguistic skills from language manipulation to free oral expression. Detailed description of a model class is presented. Pedagogical guidelines for preparation of instructional materials and for classroom instruction emerge in chapters on oral reading, language manipulation, and free oral expression. Ratings of classroom activities by members of the model class are included among the concluding remarks. (RL)

ED 060 739

FL 003 016

Ekmecki, Ozden

Teaching Composition through Comprehension: A Survey of Teaching English Composition to Foreign Students and Its Application to the English Program at the Middle East Technical University in Turkey.

Pub Date Aug 71

Note—97p.; Master's thesis, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Methods, *Composition Skills (Literary), Comprehension, *Comprehension Development, Discourse Analysis, *English (Second Language), Language Programs, Language Styles, *Learning Activities, Lesson Plans, Logic, Persuasive Discourse, Rhetoric, Second Language Learning, Semantics, *Teaching Methods, Writing

This thesis describes a method for teaching English composition, with the parallel development of comprehension skills, to students in the Middle East Technical University. A survey of techniques for teaching English composition to foreign students is provided along with a discussion of the steps usually followed in writing instruction. The theoretical aspects of writing are considered as are the various types of discourse. Ideas on teaching each type of discourse are presented. The author applies a theory of discourse to composition instruction, suggesting activities and a program outline for elementary, intermediate, and advanced levels. Typical examples of lesson plans for the intermediate level are included. A bibliography is provided. (VM)

ED 060 740

FL 003 019

Schmidt-Mackey, Ilonka

Language Strategies of the Bilingual Family.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—34p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p85-118

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Bilingualism, *Children, Cognitive Processes, Early Childhood, *Educational Strategies, *Family Role, Interference (Language Learning), Interper-

sonal Relationship, *Language Development, Language Instruction, Language Role, Language Skills, Multilingualism, Psycholinguistics

The subject of language learning of children in bilingual families is considered in this paper. The author discusses practical problems and provides examples from his own family situation in which his children learned French, English, and German. The possibility of language mixture is discussed and the author presents some tentative conclusions about the usage of a particular language in a particular situation. If the situation is a natural one, it is likely to motivate the child to use the language of the situation. If the parents do not interfere or force the child to speak a given language in a given situation, the overall linguistic development of the child is likely to be normal. If the parents inconspicuously lead the child into natural contexts in which the probability of language switch is high, the full language learning potential of the situation will have its effect upon the children. (VM)

ED 060 741

FL 003 020

Christian, Jane M.

Style and Dialect Selection in Hindi-Bhojpuri Learning Children.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—14p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p65-78

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingualism, Child Language, *Children, Cultural Differences, *Dialects, Early Childhood, Hindi, *Language Development, Language Research, Language Role, Language Styles, *Language Usage, Linguistic Competence, Linguistic Theory, Psycholinguistics, Social Dialects, *Sociolinguistics, Speech, Urdu

Identifiers—*India

In India, the use of language dialect and style, like many aspects of Indian thought and life, follows a continuum from the ritually pure and worthy of respect to the ritually defiled and unworthy. In North India, according to adult informants, Hindi is spoken at school, in formal business contacts or government offices, in formal ceremonies; it is the written language. Bhojpuri is the language spoken at home and in more informal relationships. Dialect in India is defined by attitudes, vested interests, and cognitive assumptions as to the nature of ritual, social and linguistic context, and kinesic and paralinguistic markers. Studying a child's development in the recognition and use of the language styles and dialects indicates some of the learning processes that are involved. It is possible to see various stages in the language development of children as they learn the proper usage of the styles and dialects. (VM)

ED 060 742

FL 003 021

Alford, Roy W., Jr.

Home-Oriented Preschool Education.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—20p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p45-64

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Cognitive Development, Culturally Disadvantaged, Early Childhood, Early Childhood Education, Economically Disadvantaged, Educational Experiments, Educational Strategies, *Educational Television, *Home Study, *Language Development, *Mobile Classrooms, Paraprofessional School Personnel, *Preschool Education, Program Evaluation, Psychomotor Skills, Rural Areas

Identifiers—*Appalachia

In an effort to bring preschool training opportunities to economically disadvantaged young children in rural areas, the Appalachia Educational Laboratory has devised a program using educational television, weekly home visitation by paraprofessional school personnel, and mobile classrooms. Evaluation of the program indicates that children who have participated in the program have increased language development and cognitive learning, and greater psychomotor and

social skills development. The cost of the program was found to be approximately one-half that of the standard kindergarten program. (VM)

ED 060 743

FL 003 022

Soderbergh, Ragnhild

Reading in Early Childhood.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—25p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p21-44a

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, *Child Language, Children, Comparative Analysis, Early Childhood, Early Childhood Education, Educational Experiments, Language Development, Language Patterns, Language Research, *Learning Processes, *Linguistic Theory, Morphology (Languages), Reading Ability, *Reading Development, Reading Instruction, *Reading Research, Structural Analysis

The reading instruction experiment described in this report is based on the theory that, if a child learns to talk without formal instruction solely by being exposed to language and if written language is to be considered as an independent system, a child could learn to read at the same age and in the same way as he is learning to talk, solely by being exposed to written language. He would then attack the written material, forming hypotheses, building models, and discovering the code of the written language—its morphemic, syntactic, and semantic systems. The author describes 14 months of work teaching a two-year old to read. Details of the procedures and the results are provided. After this period, the child is capable of storing, analyzing, and comparing written words and arrives at a knowledge of the grapho-phonemic correspondences that is a prerequisite for being able to decode any written message. (Author/VM)

ED 060 744

FL 003 023

Soderbergh, Ragnhild

Swedish Children's Acquisition of Syntax: A Preliminary Report.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—6p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p15-20

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Child Language, Children, *Early Childhood, Imitation, *Language Development, Language Patterns, Language Research, Parent Child Relationship, *Parent Influence, Psycholinguistics, Sentences, Sentence Structure, *Speech, Stuttering, *Syntax

Identifiers—*Swedish

The project described in this report examines the development of Swedish-speaking children's syntax from the appearance of the first two-work sentences until all the basic syntactical rules are mastered. The procedures and techniques for the experiment are described and preliminary findings are discussed. Children practice language by repeating an utterance several times, first single words and later whole sentences. Imitation plays a great part in linguistic development. The most advanced children have parents who talk a great deal with (not to) their children and who listen to them, trying to understand what they say. These parents often "translate" (not correct) and develop what their children say in order to check that they are on line with each other. Such translations or "imitations with expansion" made by the parent seem to be of great importance to strengthen the right structural patterns. (Author/VM)

ED 060 745

FL 003 024

Christian, Chester C., Jr.

Differential Response to Language Stimuli before Age 3: A Case Study.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—14p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p1-14

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Bilingual Education, *Bilingualism, Case Studies, Early Childhood, English (Second Language), Language Ability, *Language Development, Language Research, *Language Role, *Preschool Children, Psycholinguistics, *Second Language Learning, Second Languages, Spanish Speaking, Vocabulary Development

This case study describes the language development of a preschool child exposed to Spanish in her home environment and to English outside the family. It is the parents' hope that the child will learn to speak, read, and write Spanish first, while learning to speak English before entering school. Her progress is described in this report, as are outside factors accounting for specific development. Prestige is regarded as a key factor in the learning of a second language, with the degree of success or failure of bilingual education in the home or school proportionate to the degree to which prestige is associated with each language being learned. (VM)

ED 060 746

FL 003 025

Nedler, Shari Lindfors, Judith
Bilingual Learning for the Spanish Speaking Preschool Child.
Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—21p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p149-169

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingualism, Comparative Analysis, Concept Formation, Contrastive Linguistics, Cultural Differences, Cultural Education, *Early Childhood, Economically Disadvantaged, *Educational Strategies, English (Second Language), *Language Development, *Language Programs, Linguistic Competence, Mexican Americans, Second Language Learning, Spanish Speaking, Teaching Methods

It is easier for non-English-speaking preschool children to learn new concepts if they are introduced in their own language. Once the child has mastered the concept, it can be introduced in the second language. The program described in this report is designed for Mexican-American preschool children. Content of the program is selected to relate meaningfully to the child's experience, background, knowledge, and skill building. The English component of the program views language as an internalized, self-contained system of rules according to which sentences are created, spoken, or understood. The child is not explicitly told a rule; he is shown how a rule works through carefully selected and sequenced representative examples of English sentences. The English program is characterized by realistic situations, meaningful responses, individual response, acceptance of all appropriate responses, emphasis on questioning, use of complete forms, and initial emphasis on syntax, not vocabulary. (VM)

ED 060 747

FL 003 027

Spolsky, Bernard Holm, Wayne
Bilingualism in the Six-Year-Old Navajo Child.
Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—15p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p225-239

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, American English, American Indians, Beginning Reading, Bilingual Education, *Bilingualism, Child Language, Diglossia, Early Childhood Education, *English (Second Language), *Environmental Influences, *Language Development, *Navaho, Preschool Children, Reservations (Indian), Sociolinguistics, Tables (Data), Teacher Aides
The amount of English spoken by six-year-old Navaho children as they enter first grade is increasing and will probably continue to increase. Contacts outside the reservation contribute to this increase as do the almost completely monolingual (English) schools. Location of residence is also a factor. Linguistic borrowing of English words is another indication of the increased influence of English. Although the Navaho people remain the largest group of non-English-speaking Indians in the United States, there are signs of a growing diglossia. (VM)

ED 060 748

FL 003 028

Swain, Merrill
Bilingualism, Monolingualism, and Code Acquisition.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—16p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p209-224

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingualism, *Child Language, Cognitive Processes, Dialects, Interference (Language Learning), Intonation, Language, *Language Development, Language Research, *Language Universals, Learning Processes, Morphemes, *Psycholinguistics, Syntax

A definition of bilingualism can include speakers of different languages as well as those who speak several dialects or several sub-varieties of dialects in the same language. Most speakers are able to practice code-switching, whether it is from language to language or dialect to dialect, and the processes involved in such a capability may be the same in both cases. Children learning two languages simultaneously demonstrate processes at work in code-switching and language development. A speaker may have a common core of rules for his codes; the rules specific to a particular code are tagged as such through a process of differentiation. Such a system is evident in the learning processes of young children developing the command of yes/no questions in both English and French. (VM)

ED 060 749

FL 003 029

Young, Rodney W.
The Development of Semantic Categories in Spanish-English and Navajo-English Bilingual Children.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date 71

Note—16p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p193-208

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingualism, Children, Comparative Analysis, English (Second Language), Interference (Language Learning), *Language Research, Linguistic Patterns, *Linguistic Theory, Navaho, *Second Language Learning, *Semantics, Spanish, Spanish Speaking, Statistical Analysis, Syntax, Tables (Data)

The experiment described in this report considers whether children who learn a second language will develop the same semantic system as monolingual children or whether their semantic system will be different because of linguistic or cultural interference, and also whether the bilingual child develops separate meaning systems for his two languages or whether he operates by means of a single system. The experiment compares the relative difficulty of certain semantic constructions in comprehension tests for two groups of young bilingual children: Spanish-English bilinguals and Navaho-English bilinguals. Details and results are provided. Findings indicate that bilingual children do not parallel monolingual children in patterns of difficulty of semantic categories. Categories not present in their first language are appreciably more difficult in relation to the other categories than for monolingual children. (Author/VM)

ED 060 750

FL 003 030

Lambert, W. E. Tucker, G. R.
The Home-School Language Switch Program: Grades K through Five.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—9p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p139-147

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Biculturalism, *Bilingual Education, Bilingualism, *Children, *Cognitive Development, Early Childhood Education, *Educational Experiments, English, French, Kindergarten, Language Programs, Language Skills, Measurement Techniques, Primary Grades, *Program Evaluation, Self Concept, Sociolinguistics

The experimental program described in this report provided English-speaking Canadian children with elementary schooling exclusively in French for kindergarten and grade 1, and then from grade 2 through grade 5 mainly in French except for two half-hour periods of English language arts. The guiding principle for this form of bilingual education (referred to as a home-school language switch) is that priority for early bilingual schooling should be given to the language or languages least likely to be otherwise developed or most likely to be neglected. Several questions concerning results observed thus far are considered in the report, involving evaluation of the children's language development, cognitive development, and attitudes. (VM)

ED 060 751

FL 003 031

Fishman, Joshua A.
Bilingual and Bidialectal Education: An Attempt at a Joint Model for Policy Description.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—12p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p356-367

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingualism, Diachronic Linguistics, *Dialects, *Educational Policy, *Language Planning, Language Programs, *Languages, Regional Dialects, Second Language Learning, Second Languages, Sociolinguistics

This paper questions whether the same theoretical model of educational policy decisions can be used for bilingual as well as bidialectal education. Three basic policies are discussed, first in applications for second language learning and then in the field of teaching a second dialect. Generally speaking, the same theoretical models are applicable to both educational problems with variation in administrative units between the two levels. (VM)

ED 060 752

FL 003 032

Doman, Glenn
How Brain-Injured Children Learn to Read.
Laval Univ., Quebec. International Center on Bilingualism.

Pub Date 71

Note—28p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p433-460

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Children, *Early Childhood, Early Childhood Education, *Early Reading, *Language Development, Language Instruction, Language Skills, Neurological Defects, *Neurologically Handicapped, *Reading Instruction, Reading Readiness

This paper discusses the place of reading instruction in the education of brain-injured children and presents some arguments for early reading instruction for children in general. Reading instruction is especially suitable for brain-injured children because reading presents an additional means of stimulating the brain. Meaning is attached to printed words in exactly the same way that meaning is attached to spoken words. The ideal age for learning to read is identical with the ideal age for learning speech. Case histories indicate that the brain grows in response to the demands placed on it. (VM)

ED 060 753

FL 003 033

Gudschinsky, Sarah C.
Literacy in the Mother Tongue and Second Language Learning.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—15p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p341-355

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Child Language, Community Involvement, Cultural Education, *Early Childhood Education, *Educational Strategies, Language Development, Language Fluency, Language Instruction, *Language Programs, Language Skills, Literacy, Primary Grades, Reading, *Second Language Learning, Self Concept, Writing

Bilingual education programs which foster literacy first in the mother tongue and then in the second language, before the second language is used as a medium of instruction, are proving to be successful in a number of locations around the world. Several social, psychological, and pedagogical advantages result from this bilingual education strategy. Such programs encourage community understanding and support, minimize the culture shock for the child entering school, augment the child's sense of personal worth and identity, develop the child's habit of academic success, and utilize the child's fluency in his own language in learning the skills of reading and writing. Conscious control of one's own language facilitates the learning of a second language in the formal school setting. New ideas can be introduced in the mother tongue; reading ability facilitates the learning of a second language. In such bilingual programs, literacy in the mother tongue is followed immediately by learning to read and write in the second language. (VM)

ED 060 754 FL 003 034

Kreier, Serafina

Development of Pre-Reading Skills in a Second Language or Dialect.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date 71

Note—23p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p241-263

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingualism, Child Language, *Community Influence, Concept Formation, *Curriculum Development, Developmental Reading, Diagrams, *Early Childhood Education, Language Programs, *Language Skills, Nonstandard Dialects, Pre-reading Experience, Program Design, Reading Instruction, Reading Skills, Second Language Learning, Sociolinguistics, Teaching Models

The bilingual education program in a given community should be based on a sociolinguistic assessment of that community, and community members should be involved in assessing the surrounding bilingual reality and in deciding whether they wish to mirror that reality in the biliteracy program. This paper presents alternatives for bilingual programs based on the nature and objectives of the community. The program models presented illustrate the relative use of the native language or dialect and the second language or dialect in areas of concept development, prereading skills, written and oral language development, and reading instruction. (VM)

ED 060 755 FL 003 038

Mackey, William F.

Free Language Alternation in Early Childhood Education.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—37p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p396-432

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Bilingual Education, Bilingualism, *Early Childhood, *Educational Strategies, English (Second Language), German, Interference (Language Learning), Kindergarten, Language Development, Language Instruction, Language Proficiency, *Language Programs, Language Skills, Linguistic Competence, Primary Grades, Second Language Learning, *Teacher Behavior, Vocabulary Development

At the root of many early childhood bilingual education programs is the widespread belief that the two languages must be used and taught in different contexts, since the failure to do so would inevitably produce a single mixed language. From a study of the results achieved over a ten-year period, it would seem that, if at least one of the languages of the pre-school child is secure as a medium of communication, free language alternation in early childhood education can be used with mixed language populations as a means to promote bilingualism in the kindergarten and primary grades. The language program described in this report encourages free alternation between English and German on the part of teachers and students alike. The force dominating and deter-

mining the language alternation is the need to communicate and the desire to please. (Author/VM)

ED 060 756

FL 003 044

Burstall, Clare

A Study of the Cognitive, Affective and Socio-economic Factors Influencing Second-Language Acquisition.

Pub Date 5 Apr 72

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Performance, *Educational Experiments, Educational Improvement, Educational Objectives, Educational Philosophy, Elementary Schools, Fles, *Fles Programs, *Language Instruction, Language Programs, *Modern Languages, School Surveys, Social Attitudes, Social Differences, *Socioeconomic Influences

Identifiers—*Great Britain

Factors which influence the acquisition of a second language within the framework of the British educational system are examined in this study. An ongoing, 10-year, language experiment (1964-74) involving 18,000 students ranging in age from 8 to 13, concentrates on determining the desirability and practicability of starting modern language programs in the elementary schools of England. Principal objectives of the experiment examined in this report include: (1) evaluation of the effect of the introduction of French at the primary level on achievement in other areas of the curriculum, (2) assessment over a period of years of the level of achievement in French of the pupils involved in the experiment, (3) evaluation of the influence of socioeconomic and attitudinal factors on the acquisition of a second language, and (4) investigation of the organizational and pedagogical problems posed by the introduction of second-language teaching at the primary school. (RL)

ED 060 757

FL 003 045

Oller, John W., Jr.

Assessing Competence in ESL: Reading.

Pub Date 1 Mar 72

Note—25p.; Revised version of a speech presented at the Sixth Annual TESOL Convention, Washington, D.C., March 1, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Correlation, *English (Second Language), Eye Movements, Foreign Students, Language Instruction, Language Proficiency, Language Research, *Language Skills, *Language Tests, Linguistic Competence, Reading Comprehension, *Reading Skills, Reading Speed, *Reading Tests, Second Language Learning, Test Construction, Test Reliability

Results from research with eye movement photography (EMP) are discussed with a view to defining differences between native-speaker and non-native reading processes. The greatest contrast is in terms of the duration of eye fixations; non-native speakers at the college level require about as much time for a fixation as an average native-speaker at the third grade level. Various tests of reading skill are discussed and correlations with other tests are given. The hypothesis is advanced that high correlations between tests of listening, speaking, reading, and writing are an indication of test validity. Support for tests which can easily be constructed by classroom teachers is provided. (Author/VM)

ED 060 758

FL 003 047

Mann, Stuart E.

An Historical Albanian-English Dictionary: Part I, A-M.

British Council, London (England); Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Pub Date 48

Note—310p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Albanian, Diachronic Linguistics, *Dictionaries, *English, *Indo European Languages, *Reference Books, Word Lists

The first of a two-volume, historical, Albanian-English dictionary, spanning a time period from 1496-1938, this reference work is based on Albanian word usage in literature and among the peasant culture. Entries are alphabetically listed from "a" through "m" with abbreviated reference to the word's bibliographic origin. Definitions are brief and do not include illustrative sentences. The author directs prefatory comments to Gustav Meyer's "Etymologisches Woerterbuch der albanischen Sprache" and to linguistic features of Albanian. For the companion document see FL 003 048. (RL)

ED 060 759

FL 003 048

Mann, Stuart E.

An Historical Albanian-English Dictionary: Part II, N-Z.

British Council, London (England); Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Pub Date 48

Note—306p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Albanian, Diachronic Linguistics, *Dictionaries, *English, *Indo European Languages, *Reference Books, Word Lists

The second of a two-volume, historical, Albanian-English dictionary, spanning a time period from 1496-1938, this reference work is based on Albanian word usage in literature and among the peasant culture. Entries are alphabetically listed from "n" through "z" with abbreviated reference to the word's bibliographic origin. Definitions are brief and do not include illustrative sentences. The author directs prefatory comments to Gustav Meyer's "Etymologisches Woerterbuch der albanischen Sprache" and to linguistic features of Albanian. For the companion document see FL 003 047. (RL)

ED 060 760

FL 003 049

Stieglitz, Francine

Sentence, Length, Grammatical Structure, and Repetition of Sentences.

Pub Date 29 Feb 72

Note—11p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Experiments, *English (Second Language), Foreign Students, Grammar, Language Instruction, *Language Patterns, Language Research, Learning Difficulties, *Pattern Drills (Language), Second Language Learning, *Sentences, Sentence Structure, Statistical Analysis, Syntax, Tables (Data), *Teaching Methods

There is a need for empirical investigation of the optimal length for drill sentences at various states of second language learning. This paper reports the results of a study that explores the effects of sentence length and grammatical structure on the ability of foreign students to repeat English sentences. It was hypothesized that sentences of the same length but with different syntactic structures would not be equally easy to repeat. The results show that repeatability of sentences depends on the syntactic structure of the sentences, as measured by type of sentence expansion and sentence pattern, as well as on the number of words in the sentence. The results also indicate that as sentences become longer the effect of the structure becomes more pronounced. In constructing drill sentences for foreign language learners, sentence pattern, type of sentence expansion, and sentence length should all be considered of prime importance. (Author)

ED 060 761

FL 003 050

de la Portilla, Marta Colchic, Thomas

Textbooks in Spanish and Portuguese: A Descriptive Bibliography, 1939-1970.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—Modern Language Association of America, New York, N.Y.

Pub Date 72

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Anthologies, Audiolingual Methods, Bibliographies, Conversational Language Courses, Cultural Education, Dictionaries, Grammar, Grammar Translation Method, *Instructional Materials, Instructional Program Divisions, Linguistics, Literature, *Portuguese, Romance Languages, *Spanish, Teaching Methods, *Textbooks

This annotated bibliography lists books printed and published in the United States of America for use in teaching Spanish and Portuguese in high school and college by students whose first language is English. As a sequel to the Arjona "A Bibliography of Textbooks of Spanish Published in the United States (1795-1939)," this publication contains books which have been published from 1939-1970. Each of the two language sections contains both Peninsular and Latin American materials. Textbooks are categorized according to their pedagogical purpose (from first-year texts to supplementary materials). There are reference categories for materials to be used by students and teachers outside the classroom. Two indexes are provided for each language: by authors and editors and by titles. A single index of publishers and a single index of geography are included. Out-of-print entries are clearly indicated. (RL)

ED 060 762 FL 003 051

Le Français Moderne: Part I, French.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *French, *Grammar, *Instructional Materials, Language Instruction, Secondary Education, *Teaching Guides, Teaching Methods, Textbooks, Verbs, Vocabulary Development

Identifiers—*Quinmester Program

Instructional objectives of the Dade County Public Schools Quinmester Program in French for use with "Le Français Moderne: Part I" focus on the development of vocabulary and mastery of grammatical structures. The formation of the *passé composé* with "avoir," object pronouns, the present tense of regular "ir" verbs, and the irregular verbs "dire," "écrire," "lire," and "permettre" are included. The contents of this guide focus on: (1) course description, (2) broad goals and performance objectives, (3) course content, (4) suggested procedures, (5) suggested expansion of materials, (6) sample evaluations, and (7) references. (RL)

ED 060 763 FL 003 052

Le Français Courant: Part V, French.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *French, *Grammar, *Instructional Materials, Language Instruction, Language Skills, Secondary Education, *Teaching Guides, Teaching Methods, Textbooks, Verbs, Vocabulary Development

Identifiers—*Quinmester Program

Instructional objectives of the Dade County Public Schools Quinmester Program in French for use with "Le Français Courant: Part 5" focus on the development of mastery of the basic numbering system and other grammatical structures. Structures include the formation of the present tense of the irregular verbs "vouloir," "pouvoir," and "venir," adjectives preceding nouns, object pronouns, and demonstrative adjectives. Emphasis is placed on development of reading and writing skills. The contents of the guide include: (1) course description, (2) broad goals, (3) performance objectives, (4) course content, (5) suggested procedures, (6) materials available to complement the program, (7) sample evaluations, and (8) references. (RL)

ED 060 764 FL 003 053

Lernen Wir Deutsch: Part I, German.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Behavioral Objectives, Conversational Language Courses, *German, *Grammar, *Instructional Materials, Language Instruction, Secondary Education, *Teaching Guides, Teaching Methods, Textbooks, Vocabulary Development

Identifiers—*Quinmester Program

Instructional objectives of the Dade County Public Schools Quinmester Program in German for use with "Lernen Wir Deutsch: Part I" focus on the development of basic skills through the use of short dialogues and structured exercises. The contents of this guide focus on: (1) course description, (2) broad goals and performance objectives, (3) course content, (4) suggested procedures, (5) samples of evaluation, and (6) reference materials. (RL)

ED 060 765 FL 003 054

Lernen Wir Deutsch: Part 2, German.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Behavioral Objectives, Conversational Language Courses, *German, *Grammar, *Instructional Materials, Language Instruction, Secondary Education, *Teaching Guides, Teaching Methods, Textbooks, Vocabulary Development

Identifiers—*Quinmester Program

Instructional objectives of the Dade County Public Schools Quinmester Program in German for use with "Lernen Wir Deutsch: Part 2" focus on development of basic skills through the use of short dialogues and structured exercises. The grammar of the course includes the study of nouns, pronouns, and verbs. Possessive determiners are introduced. The contents of the guide focus on: (1) course description, (2) broad goals and performance objectives, (3) course content, (4) suggested procedures, (5) samples of evaluation, and (6) reference materials. (RL)

ED 060 766 FL 003 055

An Introduction to Latin: Part 1.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Classical Languages, *Grammar, *Instructional Materials, Language Instruction, *Latin, Secondary Education, *Teaching Guides, Teaching Methods, Textbooks, Verbs, Vocabulary Development

Identifiers—*Quinmester Program

Instructional objectives of the Dade County Public Schools Quinmester Program in introductory Latin focus on the development of vocabulary, pronunciation, greetings, and numbers and songs. Other grammatical structures include nouns, verbs, and English derivatives. An introduction to classical mythology is included. Appendixes contain a short story with exercises and a series of transformation drills for first-year students. (RL)

ED 060 767 FL 003 056

Intermediate Spanish: Part 3.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Grammar, *Instructional Materials, Language Instruction, Modern Languages, Reading Development, Secondary Education, *Spanish, *Teaching Guides, Teaching Methods, Textbooks, Verbs, Vocabulary Development

Identifiers—*Quinmester Program

Instructional objectives of the Dade County Public Schools Quinmester Program in intermediate Spanish focus on the development of reading skills and mastery of various grammatical items. They include the article "lo," the pluperfect, and the subjunctive. This guide contains: (1) course description, (2) broad goals and performance objectives, (3) course content, (4) suggested expansion of materials, (5) sample evaluation, and (6) references. (RL)

ED 060 768 FL 003 058

Footnote, Phillip Gene
A Suggested Course of Study for Teaching English as a Second Language to Rural Greek Students.
Pub Date Aug 71

Note—82p.; Master's thesis, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Disadvantage, *Cultural Factors, *English (Second Language), Greek Civilization, Linguistic Theory, Rural Farm Residents, *Rural Schools, Rural Urban

Differences, *Secondary School Students, *Teaching Methods, Teaching Procedures
Identifiers—*Greece

As a model for development of instructional materials, this thesis is suggested for teachers of English-as-a-second-language who are finding difficulty in relating their students' "subcultural" background to the more dominant society. The methods described are based on nearly a decade of experience with rural schoolboys in Thessaloniki, Greece. Discussion of the nature of the local populace and the educational program at the American Farm School reflects educational problems in rural Greece. Present methods of instruction, a brief historical survey, and future educational needs are discussed. An English program is outlined and underlying linguistic theory examined. A bibliography concludes the study. (RL)

ED 060 769 FL 003 060

Sharpe, Sarah Ellen

A Comparative Analysis Between the Teaching of a Native Language and a Foreign Language Literature.

Pub Date Aug 71

Note—94p.; M.A. thesis, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Cultural Education, *English, Instructional Materials, Language Instruction, Literary Analysis, Literary Perspective, *Literature, Literature Appreciation, Media Selection, Modern Languages, *Secondary Grades, *Spanish, *Teaching Methods

This comparative study deals specifically with the teachings of literature to Spanish and English classes in secondary schools. It is designed to assist foreign language teachers develop skills in the preparation of instructional materials and improve their teaching methods. Four chapters include: (1) definition and relevance of literature, (2) selection and organization of material, (3) approaches to specific works, and (4) research needs. Emphasis is placed on examining the structural development of three English literature texts and four Spanish texts in terms of the overall organization of material following a particular literary theory, genres used, length of selections, and periods represented. A bibliography is included. (RL)

ED 060 770 FL 003 063

Chamot, Anna Uhl

English as a Third Language: Its Acquisition by a Child Bilingual in French and Spanish.

Pub Date May 72

Note—247p.; Doctoral dissertation, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Biculturalism, *Bilingual Education, Bilingual Students, *Elementary Education, English, *English (Second Language), Fles, French, Grammar, *Language Research, Morphology (Languages), *Multilingualism, Non English Speaking, Phonology, Second Language Learning, Second Languages, Sentence Structure, Spanish, Spanish Speaking, Syntax

This study examines how a French- and Spanish-speaking child acquired English as a third language. It describes the linguistic experience of the 10-year old boy whose French and Spanish home, school, and playmate environments were changed to English school and playmate environments with French being maintained exclusively at home with the child's father. The dissertation describes a "natural" transition to English with no formal instruction in English being given the child. It is believed that examination of problems encountered by the child on making the linguistic transition, conclusions of the study, and suggestions concerning the learning process will be helpful to elementary school teachers of English as a second or third language. Two major language areas covered in the study are grammar and phonology. The chapter dealing with grammar is divided into two sections: morphology and syntax, and sentence formation. Errors in both grammar and phonology are classified, described, and discussed. A separate chapter on research in bilingualism and language acquisition is included. (RL)

ED 060 771

FL 003 119

Clark, John L. D.

Foreign Language Testing: Theory and Practice. Language and the Teacher: A Series in Applied Linguistics, Volume 15.

Pub Date 72

Note—174p.

Available from—Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 (\$3.60)

Document Not Available from EDRS.

Descriptors—*Achievement Tests, Applied Linguistics, Instructional Program Divisions, Item Analysis, Language Instruction, *Language Tests, Listening Tests, Measurement Techniques, *Modern Languages, Predictive Ability (Testing), *Prognostic Tests, Reliability, Scoring, Student Evaluation, *Test Construction, Testing, Testing Programs, Test Interpretation, Test Reliability, Test Validity

This volume, one in a series in applied linguistics, is a concise handbook of testing theory and practice in foreign language instruction. Two broad categories, "prognosis" and the "evaluation of attainment," are treated in five major chapters, including: (1) prognostic measurement, (2) achievement measurement, (3) proficiency measurement, (4) knowledge measurement, and (5) the role of published tests. The final chapter is particularly concerned with the basic characteristics of published foreign language tests, especially standardized skill tests, and discusses the role which these tests can play in the overall language evaluation program. A major purpose which underlies all of the discussion is that of engaging the teacher or the other test user in carefully analyzing and critically evaluating the measurement instruments which he uses or intends to use in a particular evaluation context. (RL)

HE

ED 060 772

HE 002 811

Standards of The College Delegate Assembly of The Southern Association of Colleges And Schools.

Southern Association of Colleges and Schools, Atlanta, Ga.

Pub Date 1 Dec 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Standards, *Accreditation (Institutions), Criteria, *Evaluation Criteria, *Higher Education, Performance Criteria, Performance Specifications, Qualifications, *State Standards

This pamphlet lists and describes the 11 standards by which colleges and universities are judged when being considered for accreditation by the Southern Association of Colleges and Schools. With the exception of the Standard on purpose, each Standard is presented with a statement of principles and illustrative and interpretive material. The 11 criteria areas are: institutional purpose; organization and administration; educational program; financial resources; faculty; library; student personnel; physical plant; special activities; graduate programs; and research. (HC)

ED 060 773

HE 002 831

Rafky, David M.

Race Relations in Higher Education.

Syracuse Univ., N.Y.

Pub Date [72]

Note—262p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Faculty, *Faculty Integration, *Higher Education, Minority Group Teachers, Negroes, *Negro Teachers, *Professors, *Race Relations

This monograph examines race relations in higher education. Specifically, the focus is on black faculty in racially mixed colleges and universities, and how they get along with fellow faculty and students. The findings are based on a national survey of black professors and a comparison group of whites, and are presented in 6 chapters under 3 headings. The first 3 chapters present a multivariate approach to race relations. The next 2 chapters deal with anthropological perspectives of social relations, and the final chapter examines the psychological dimensions of the problem. The monograph presents findings, primarily in tabular form, with a minimum of in-

terpretation. The raw data is made available so that it can be used as a resource for scholars to interpret in light of their own experiences, understandings, and needs. (Author/HS)

ED 060 774

HE 002 835

Young, D. Parker, Ed.

Proceedings of Conference on Higher Education: The Law and Student Protest.

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date 70

Note—58p.

Available from—Center for Continuing Education, Institute of Higher Education, University of Georgia, Athens, Georgia

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Activism, *Court Litigation, Educational Administration, *Higher Education, *Legal Responsibility, *Student Rights

Educational leaders have a continuing need to know the legal parameters within which decisions may be made concerning student behavior. In times past, administrative decisions could be made without fear of judicial review. Today this is no longer the case, as courts are ready to come to the rescue of constitutional rights of not only students but faculty, administrators, trustees, and the general public as well. The pertinent legal questions facing educational leaders today range from search and seizure rights, due process requirements of notice and hearing, interim suspension, specificity of rules, and scholastic affairs, to civil actions and double jeopardy. These and many other questions were the concerns of the conference "Higher Education: The Law and Student Protest." The central purpose of the conference was to present and discuss judicial decisions and trends and their implications for and applications to the posture of academic decision-making. The issues of concern were questioned and examined, not from a philosophical or sociological point of view, but in light of court decisions and precedents. (Author/HS)

ED 060 775

HE 002 836

Young, D. Parker, Ed.

Proceedings of Conference on Higher Education: The Law and Individual Rights and Responsibilities.

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date 71

Note—59p.

Available from—Center for Continuing Education, Institute of Higher Education, University of Georgia, Athens, Georgia

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Court Litigation, Educational Administration, *Faculty, *Higher Education, *Legal Responsibility, *Student Rights

Individual rights and responsibilities are of paramount concern as courts have been increasingly called upon to define them in the wake of campus protests during the 60's. This was the theme of the conference "Higher Education: The Law and Individual Rights and Responsibilities." The central purpose of the conference was to present and discuss judicial decisions and trends and their implications for the applications to the posture of academic decisionmaking. The topics discussed by the conference speakers were: constitutional dimensions of student protest; students' right to privacy; administrators' rights and responsibilities; the rights and responsibilities of students in private institutions; academic freedom and due process in the classroom; and constitutional rights and nonrenewal of faculty contracts. (HS)

ED 060 776

HE 002 870

Development of Higher Education 1950-1967. Analytical Report.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 71

Note—254p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$5.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*College Students, Development, *Educational Planning, *Enrollment Projections, *Enrollment Trends, *Higher Education, Planning

The present report constitutes the second volume of a comprehensive survey on the expan-

sion of higher education in OECD countries during the period 1950-1967. Chapter 1 is an analysis of the evolution of enrollments in the 2 main types of higher education - universities and non-universities - and attempts to compare their relative growth rates nationally and internationally, as well as their relative positions within the different higher education systems. Chapters 2 and 3 are devoted to the relationship between growth in higher education enrollments, demographic developments and the evolution of numbers of secondary school dropouts. Chapter 4 deals with changes in the distribution of students by field of study, Chapter 5 examines the patterns of growth in number of degrees awarded, and in Chapter 6 the problems of the performance of the system are considered in an analysis of changes in length of study and in the relation between numbers of new entrants and numbers of graduates. Finally, in Chapter 7, past forecasts of enrollments and of breakdown by field of study are compared with actual developments. A straightforward extrapolation of trends up to 1965 are used as a basis for a projection of enrollments up to 1980. (Author/HS)

ED 060 777

HE 002 871

Who Clears Probation?

Wisconsin Univ., Stevens Point. Office of Institutional Research.

Pub Date Jan 72

Note—39p.; Report Series 6, Series No. 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Grade Point Average, *Grade Prediction, *Grades (Scholastic), *Higher Education, *Low Achievers, Success Factors, Underachievers

After the first semester of 1969-70, 413 freshmen who had entered the University of Wisconsin-Stevens Point in the fall were placed on academic probation with grade point ratios (GPR) ranging from 0.75 to 1.59. After 3 semesters, 73 or 17.7% had cleared probation and another 5% were still on probation. The rest had dropped from school or were suspended. This study was made to determine the chances of survival for such probationary students, and to find which student characteristics are related to survival. Sex, ACT tests, college of first entrance, and year of birth were found not to be significantly related to academic survival. High school class size was highly predictive of success in clearing probation, with students from class size 51-100 most likely to clear probation, and students from class size 101-250 least likely. The GPR for the first semester in school was also an important indicator. Only about 6% of the students with GPR below 1.00 for the first semester were able to clear probation in 3 semesters. The percentage improved to 26.8% for those whose first semester GPR was 1.40 to 1.59. (HS)

ED 060 778

HE 002 872

The Center for the Teaching Professions, Northwestern University Annual Report 1970-71.

North Western Univ., Evanston, Ill. Center for the Teaching Professions.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Agencies, College Students, Curriculum Planning, Educational Innovation, *Educational Planning, *Educational Programs, *Higher Education, *Planning

The Center for the Teaching Professions at Northwestern University was established in 1969 as a response to the concern expressed by our society about the quality and importance of teaching and its relationship to the vitality of the learning process. The efforts of the Center are all directed toward the goal of improving teaching in any context in which it appears. The activities of the Center for its first year of operation, 1969-70, are described in detail in the project report submitted to the W. K. Kellogg Foundation for that year. Activities for the second year of operation, 1970-71, which constitute the contents of this report, represent a further extension of programs initiated the first year as well as the addition of new efforts to meet the increasing demands for guidance and support in developing more effective and unique patterns of teacher-student interaction. The report describes the faculty fellow program, individual projects, a seminar in college

teaching, a program on the evaluation of teaching, a publications program, activities with professional associations, workshop and speaker programs, and planned programs for the future. (Author/HS)

ED 060 779 HE 002 873
A Report to the Kellogg Foundation on Operations for the Year 1969-70.

North Western Univ., Evanston, Ill. Center for the Teaching Professions.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Improvement, *Educational Innovation, *Higher Education, *Instructional Improvement, Teacher Education, *Teacher Improvement, *Teaching Programs

This document is the first annual report of the Center for the Teaching Professions at Northwestern University. The specific objectives of the Center that were proposed to the sponsoring agency, the W. K. Kellogg Foundation, are: (1) to improve the teaching of prospective teachers and present members of the faculty in a variety of fields at Northwestern; (2) to service other educational institutions and professional organizations to improve their teaching programs; and (3) to serve as a model for similar centers at other universities. The efforts for the first year of operation at the Center are related to 3 broad areas of concern: (1) instructional improvement projects involving the time and effort of individual faculty members throughout the university; (2) the improvement of instruction involving graduate students, and concern for the inclusion of teaching competence as a parallel goal to competence in research skills in Ph.D. programs; and (3) programs involving opportunities for faculty to become identified with the Center in a way that would help them develop a program of self-education and that would make the resources of the Center available to them for the development of any creative teaching plans they wish to explore. The specific implementations of these objectives are described in the paper. (HS)

ED 060 780 HE 002 874

Koenker, Robert H.

The Doctor of Arts Degree.

Ball State Univ., Muncie, Ind.

Pub Date 20 Mar 72

Note—11p.; Paper presented at the North Central Association Meeting, Chicago, Illinois, March 20, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Degrees (Titles), *Doctoral Degrees, *Higher Education, Professors, *Teacher Education

The Doctor of Arts (D.A.) degree is a degree specifically designed to prepare and train quality college teachers. The program leading to the D.A. is a rigorous one, and takes into account not only a candidates knowledge of a particular field but also his ability to relate his knowledge to others. This report takes into consideration the factors leading to the establishment of the degree, characteristics common to both the Ph.D. and the D.A., the differences between the Ph.D. and the D.A. programs, and the present status of the D.A. degree. There are a number of factors which indicate that the D.A. degree will be successful in the future: (1) the endorsement of the D.A. degree by a large number of professional organizations; (2) the relatively large number of universities offering, planning to offer, or considering the possibility of offering the D.A. degree; (3) the increasing need for junior college and college instructors who are specifically prepared to teach; and (4) the increasing interest of graduate students in teaching and working with college-age students rather than becoming research specialists. A description of the Ball State University D.A. program in the field of music is included in the paper. (HS)

ED 060 781 HE 002 876

"Reachout." Proceedings of the Annual Conference of the Associations of College Unions-International (48th, White Sulphur Springs, West Virginia, March 21-24, 1971).

Association of Coll. Unions-International, Ithaca, N.Y.; Association of Coll. Unions-International, Madison, Wis.

Pub Date 71

Note—401p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Co-curricular Activities, *College Students, Educational Innovation, Food Service, *Higher Education, Management Development, *Program Coordination, *Student Unions

This document presents the speeches and programs that comprised the 48th Annual Conference of the Associations of College Unions-International. The conference was divided into 6 major parts. The first part was concerned with the administrative organization of the college union, taking into consideration the student-faculty partnership organization as a primary topic. The second part dealt with management techniques and operation of the college union and part 3 looked at the college union food service. The fourth part took into account programming and the college union, including topics such as educational enrichment programming, academic experimentation programs, black cultural programs, travel programs, and sex education programs. The fifth session was concerned with contemporary society and the college union and dealt with, among other topics, drug problems, campus unrest, women's liberation, and student rights. The sixth and final part took into account the business of the Association. (HS)

ED 060 782

HE 002 878

Borders-Patterson, Anne, Ed.

The New College Teacher.

Regional Educational Laboratory for the Carolinas and Virginia, Durham, N.C.

Pub Date [69]

Note—91p.; Proceedings of the First Annual Faculty Development Conference, November 8-9, 1968, Raleigh, North Carolina

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *College Teachers, Educational Change, *Faculty, *Higher Education, Improvement Programs, *Planning, Professors

In 1968 an orientation conference was held by the Educational Improvement Component of the Regional Education Laboratory for the Carolinas and Virginia (RELVCV) to explore the problems and opportunities facing young teachers. The administrators and new teachers discussed such matters as typical problems of instruction in their institutions, the particular needs of students, experimental programs and innovations in American colleges and universities, the distribution and redistribution of power on the college campus, the effects of social changes on colleges, students as prime innovators, decisionmaking, the role of the faculty, and the relationships among students, faculty and administration. It is felt that the conference served as a point of entry and a natural springboard for the RELVCV involvement with these and other major problems related to instructional, faculty and curricular improvement. (Author/HS)

ED 060 783

HE 002 880

Ayers, Jerry B. Rohr, Michael E.

The Relationship of Student Grade Expectations, Selected Characteristics, and Academic Performance for Education, Engineering and Business Majors.

Tennessee Technological Univ., Cookeville.

Pub Date Apr 72

Note—10p.; Presented before the American Educational Research Association, April, 1972, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *College Students, *Grade Prediction, *Grades (Scholastic), *Higher Education, *Predictive Validity, Self Evaluation

There is a strong indication that a student's estimate of his achievement may be more accurate than teacher or peer evaluation. Furthermore, a teacher can help a student improve his self-evaluation over a period of time if the teacher takes into consideration aspects of the student's personality. The purpose of this study was to determine: (1) if a student's estimate of his academic performance was more accurate initially than at points halfway through and at the end of the term; (2) if age, sex, quality point average, grade received, or personality variables, as measured by the 16 Personality Factor Questionnaire, would differ significantly among the students who accurately estimated from those who either overestimated or underestimated their final grade in a course; and (3) if there were differences for these variables between the 3 groups

of students in the fields of education, engineering, and business. The findings of the study were in opposition to previous studies. They show that: (1) students were best able to evaluate their performance at the beginning of the term; (2) there was little difference between high achieving and low achieving students in ability to predict their course grade, but older students proved more accurate than the younger students; and (3) none of the personality factors were found to be significant for over, under, and accurate estimators in any of their respective academic areas. (HS)

ED 060 784

HE 002 883

Thompson, Ronald B.

Projected Enrollments Colleges and Universities Commonwealth of Kentucky 1972-1985.

Kentucky State Commission on Higher Education, Frankfort.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 72

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, *Educational Planning, *Enrollment Projections, *Higher Education, Research, *Statewide Planning, Student Enrollment

This study presents projected higher education enrollment statistics for the state of Kentucky through the year 1985. The researchers compiling the data necessarily had to base these projections on assumptions that things would continue changing at the same rate as in the past, i.e., birth rate, percent of high school graduates continuing to post-secondary institutions, etc. The information is presented mainly in table form by (1) state, (2) country, (3) community colleges, (4) junior colleges, and (5) senior colleges and universities. It is hoped that this report will serve as a useful tool in higher education planning in Kentucky. Users of the data are warned, however, that the basic assumptions are subject to many variables, and adjustments must be considered as changes occur in economic and sociological conditions and the domestic and political climate. (HC)

ED 060 785

HE 002 884

Hooper, Mary Evans

Students Enrolled for Advanced Degrees Fall 1970, Institutional Data.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—OE-72-31

Pub Date 71

Note—305p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.254:54019-70; \$2.25)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Enrollment, *Graduate Students, *Graduate Study, *Higher Education

This report presents detailed listings of graduate enrollments within each field of study as reported by each of the 884 U.S. institutions enrolling students for advanced degrees in Fall 1970. The breakdown of the reporting institutions was as follows: 286 had enrollments for first-professional degrees as well as for master's or doctoral degrees; 522 had enrollments for master's and doctoral degrees only; and 76 had enrollments for first-professional degrees only. The breakdowns within the tables list enrollments by field of study, level of study, attendance status, and sex of student. (HS)

ED 060 786

HE 002 885

The PhD Program in Literary Studies at The American University.

American Univ., Washington, D.C.

Pub Date [72]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Degrees (Titles), *Doctoral Programs, *English Programs, *Graduate Study, *Higher Education, *Literature Programs

The American University proposes a Ph.D. program in Literary Studies that will: (1) encourage students to exercise initiative and take responsibility for their own learning through intimate contact with faculty members similarly engaged in learning; (2) offer a new approach to the subject matter that will give the students a disciplined understanding of specific approaches to Literary Study and detailed analysis of important works in light of these; and (3) integrate teaching and learning in the graduate program. A detailed

description of the program is offered as well as an outline of study by semester. (HS)

ED 060 787

HE 002 886

Magill, Samuel H., Ed.

The Contribution of the Church-Related College to the Public Good.

Association of American Colleges, Washington, D.C.

Pub Date 70

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Church Related Colleges, *Higher Education, *Private Colleges, *Religious Education

From the earliest years of its existence, the Association of American Colleges has been concerned with the place of the church-related college in American society. The reason for this is simply the conviction that something very important would be lost in the total spectrum of higher education should these colleges pass out of existence. The growing movement toward secularization in the 50's and 60's, however, has given rise to uncertainty in many quarters as to the distinctiveness of the church-related college. Moreover, many have raised the question of whether these institutions serve the public good at all. It was with these questions in mind that the Association's Commission on Religion in Higher Education decided to hold a conference on the contribution of the church-related college to the public good. Faculty, students, administrators, trustees, and church-board executives were invited to attend the conference, and approximately 50 persons convened for the 2-day session. This document contains the program of the conference and the issues discussed. Although the issues were not finally resolved by the conference, it is felt that a greater understanding of the alternatives for church-related higher education has been achieved. (HS)

ED 060 788

HE 002 887

Grigg, Charles M. And Others

The Demand for a Second Two-Year University. A Report to the Florida International University, Florida State Univ., Tallahassee. Inst. for Social Research.

Pub Date Dec 70

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Colleges, College Students, Community Colleges, Graduate Study, *Higher Education, Seniors, *Undergraduate Study, *Universities, Urban Universities

Because of the rapid growth of the State of Florida during the 60's, educational decision-makers have decided that a 3-stage public university system is best suited to fulfill Florida's educational needs. The first and third levels are already well established. The first level is comprised of 2-year community colleges and the third is comprised of those institutions offering graduate programs through the Ph.D. The second level is comprised of those institutions that offer only junior and senior year programs and limited graduate work. Such an institution is Florida International University (FIU), which will open its doors in the fall of 1972. From its inception, FIU has envisioned itself as a metropolitan-commuter university specifically designed to serve the needs of numerous community college graduates who want to continue their college educations. This document provides data concerning the potential students at FIU, including information about socioeconomic status of the families and educational background. It is evident from the data that the demand for an institution of this type exists, and that the planned expansion of the University to other areas of the state probably will be feasible. (HS)

ED 060 789

HE 002 888

Women and Education: A Feminist Perspective.

Modern Language Association of America, New York, N. Y. Commission on the Status of Women; Pittsburgh Univ., Pa.

Pub Date Nov 71

Note—162p.; Conference proceedings, November 5-7, 1971

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Females, *Feminism, *Higher Education, *Social Values, *Womens Education, Working Women

This document presents the proceedings of the conference on Women and Education: A

Feminist Perspective. The papers presented at the conference were: Why Women's Studies and How Sexism and Social Change; Research in Psychology Relevant to the Situation of Women; Women and the Visual Arts; The Woman in the Moon: Toward an Integration of Women's Studies; The Sexist Image of Women in Literature; Why Women's History?; A Feminist in Every Classroom: Women, Education, and Social Power; What Women's Studies Can Do for Women's Liberation; Feminine Subculture and Female Mind; Sexism in Textbooks; Women's Studies as a Scholarly Discipline; Women as Scapegoats; Teaching Women's Studies: An Experiment at Stout State; and Feminist Studies: Frill or Necessity. (HS)

ED 060 790

HE 002 890

Report of Lutheran Committee on Public Policy and Church-Related Higher Education.

Wagner Coll., Staten Island, N. Y.

Pub Date Jan 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Church Related Colleges, Educational Finance, *Federal Aid, *Financial Support, *Higher Education, Private Colleges, *Public Policy

This document contains 2 papers prepared by the Lutheran Committee on Public Policy and Church-Related Higher Education relevant to the topic of church-related colleges. The first paper, entitled "Public Policy and Church-Related Higher Education," is a position paper that identifies the considerations pertinent to public policy decisions. The first paper also states certain affirmations that the authors believe the church would want to make concerning the institutions and programs in which it is most directly involved. The second paper is a study document entitled "Public Funds and Church-Related Colleges." This paper may be regarded as a compendium of data and reflections on the problems and issues of financing educational institutions. Also included is a 7-point statement by 1 member of the Committee that summarizes his views on both subjects. The major points made in this statement are that church-related colleges can make a significant contribution to society providing the necessary assistance is made available. However, he feels that his assistance should not be accepted if it is given in such a manner that it would cause the colleges to compromise their situations. He calls for church members to involve themselves with the issues and to support uncompromising government programs and the colleges themselves.

ED 060 791

HE 002 891

Tickton, Sidney G.

The Outlook for Higher Education in the Big Cities.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date 2 Dec 69

Note—38p.; Paper presented to the conference on Campus in the City, December 2, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Enrollment Influences, *Enrollment Projections, *Higher Education, Metropolitan Areas, *Urbanization, *Urban Universities

The author of this paper predicts that by 1990, enrollments in metropolitan institutions of higher education will increase by 100% and that costs for these same institutions will increase by 200%. In other words, statistics reveal that in 1968 there were 4.1 million students enrolled in metropolitan colleges and universities and that the cost at that time was approximately \$8 billion; by 1990 enrollment is projected to reach 8.2 million and cost \$24 billion. In examining this projection it was found that the results depended heavily on a number of basic assumptions: (1) there will be a large increase in the number of disadvantaged students—particularly urban blacks and Spanish Americans—enrolling in higher education; (2) an increasing number of married women will resume their education after raising their families; (3) an increasing number of men and women employed full-time will continue for a large portion of their lives in organized educational programs; (4) a large number of technical and vocational programs will be upgraded to the college level; and (5) automation and mechanization will continue to reduce jobs available—a factor that will encourage many to stay in college. (HS)

ED 060 792

HE 002 892

Black Studies: How It Works at Ten Universities. Academy for Educational Development, Inc., New York, N. Y.

Pub Date Mar 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, *African American Studies, *Higher Education, Instructional Staff, *Program Coordination, Program Costs

This document offers the results of a questionnaire designed to discover how the administration, staffing, and funding problems of Black Studies programs are handled at 10 major universities across the U.S. The institutions surveyed are: Atlanta, Duke, Howard, Lincoln, New York, Princeton, Rutgers, Stanford, Vanderbilt, and Yale. The organization and operation of the Black Studies programs differ widely among the schools, and reasons for establishment of the programs range from the purely academic (the transmission of knowledge about the black experience) to a social action emphasis. It is concluded that none of the universities are planning full-scale programs for the near future. Three major reasons are cited for this: (1) there is a shortage of money and staff; (2) intrauniversity conflict exists concerning availability of faculty; and (3) several directors noted that they face the task of convincing the other departments of the validity of Black Studies as an intellectual enterprise. All of the institutions expect gradual but steady program growth in the future. (HS)

ED 060 793

HE 002 897

Johnstone, D. Bruce

Federal Support for Higher Education: Budget Alternatives and Implications.

Ford Foundation, New York, N. Y.

Pub Date Jan 72

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Federal Aid, Federal Legislation, *Financial Support, *Government Role, *Higher Education

This paper is an attempt to draw together some of the criteria and information by which one might project the proper amount and form of federal financial support to higher education. The paper takes into account the financial crunch in higher education, the financial burdens on students and families, and the 1971-72 higher education legislation. It is summarized that federal aid to higher education should be in such a form and such an amount as to: (1) maximize the resources available from state and local governments, students and parents, and productivity increases in higher education; (2) compensate for persisting inefficiencies in state support of higher education; (3) compensate for an inadequate state tax base; and (4) reflect truly national goals such as (a) increasing the proportion of low income youth attending higher education, (b) supporting research, and (c) reducing state and regional disparities in available public services. In general, these guidelines suggest a form of federal support that would feature aid to students, institutions, states, educational programs, and categorical research. (Author/HS)

ED 060 794

HE 002 899

An Inquiry into the Relationship Between Area Vocational-Technical Schools and Other Institutions of Higher Education in Minnesota.

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Nov 70

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Vocational Education, *Educational Planning, *Higher Education, *Statewide Planning, *Technical Education, *Vocational Education

The 1969 Minnesota State Legislature requested that the Higher Education Coordinating Commission make an inquiry into the relationship between area vocational-technical schools and other institutions of higher education in Minnesota. This report presents recommendations based on a study that included background information about 27 area vocational-technical schools, 17 state junior colleges, the state colleges, the University of Minnesota, and selected private institutions in the state. The 6 recommendations of the Committee are: (1) occupational programs should continue to be offered by all

types of postsecondary institutions; (2) proposals for establishing new, public, postsecondary institutions of all types should be reviewed by the Commission, which, in turn, should recommend legislative authorization for all proposed institutions receiving favorable review; (3) expanded cooperation between higher education institutions and area vocational-technical schools located in the same or neighboring communities should continue to be encouraged; (4) the program review function of the Commission should be strengthened and should continue to include considerations of new and existing vocational and occupational education programs; (5) the Commission should review and make recommendations annually to the State Board for Vocational Education as related to postsecondary education; and (6) legislation should be enacted providing authorization for any area vocational-technical school to become a state institution upon petition and recommendation. The underlying rationale for these proposals is explained in depth. (Author/HS)

ED 060 795 HE 002 900
Current Operating Revenues and Expenditures in Minnesota Higher Education. 1969-1970 Revision.

Minnesota Higher Education Coordinating Commission, St. Paul.
Pub Date Nov 71
Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Finance, *Educational Planning, Educational Research, *Financial Policy, *Higher Education, *Research

Wise planning for the future of post-secondary education in Minnesota must necessarily be based on the best available past and present information about higher education within the state. This financial report is the fifth in a series of planning reports issued by the Minnesota Higher Education Coordinating Commission. In addition to many essential fiscal facts concerning the operation of Minnesota post-secondary education during the 1968-69 year, it contains comparable data for 1968-69 as well as other years on a selective basis. In instances where recent 1970-71 data were available, these two are presented. Most of the data were obtained from the annual Higher Education General Information Survey. Other major contributors were the institutions and systems of higher education in Minnesota. (Author/HS)

ED 060 796 HE 002 901
Minnesota Private Higher Education.

Minnesota Higher Education Coordinating Commission, St. Paul.
Pub Date Dec 70
Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Planning, *Higher Education, *Private Colleges, *Statewide Planning

At the request of the Minnesota Higher Education Coordinating Commission, a panel of experienced American educators was organized to study the private institutions of higher education in Minnesota. Throughout the 1969-70 academic year, this group gathered a comprehensive body of information about these institutions. It also reviewed a number of similar investigations, policy statements, and descriptions of practices in a score of other states. The conclusions of the Private College Study Panel indicate that private colleges have made impressive contributions to Minnesota and that their present programs provide the foundation for greater potential contributions in the future. However, the report also clearly suggests that this potential will be achieved only if the state takes positive action to greater utilize private colleges in meeting post-secondary needs of the state. Implicit in the conclusions and recommendations is the observation that future developments in postsecondary education must be based on careful planning and must reflect explicit state-policy decisions if emerging needs are to be met effectively. (HS)

ED 060 797 HE 002 902
Meeting the Challenge. Recommendations for State Action in Meeting Minnesota's Needs for Post-Secondary Education.

Minnesota Higher Education Coordinating Commission, St. Paul.
Pub Date Jan 71
Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Development, Educational Finance, *Educational Planning, *Higher Education, *Interinstitutional Cooperation, Master Plans, Private Colleges, Public Education, *Statewide Planning

This document contains recommendations from the Minnesota Higher Education Coordinating Commission to the State Legislature concerning postsecondary education needs in the 1970's. The recommendations pertain to: (1) the assessment of progress and needs in the state; (2) making postsecondary education available to all sectors of Minnesota; (3) the expansion of public postsecondary facilities; (4) facilitating greater utilization of private colleges in meeting Minnesota's postsecondary needs; (5) the achievement of greater effectiveness through cooperation with neighboring states; (6) the clarification of the roles of postsecondary institutions and systems; (7) meeting the continuing education and community services needs of Minnesota; (8) sharing the costs and improving the budgeting of higher education institutions; and (9) the cooperative planning, coordinating, and utilizing of instructional resources and programs. (HS)

ED 060 798

Chase, Helen C.

Cost Analysis in Higher Education: A Review with Recommendations for Allied Health Educational Programs.

Association of Schools of Allied Health Professions, Washington, D. C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 21 Dec 70

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cost Effectiveness, *Educational Finance, *Health Education, Health Personnel, *Higher Education, *Program Costs

Our nation is becoming increasingly aware of the rising costs of medical care and the rising costs of the education of health workers. This report presents 7 case studies that review procedures followed by colleges or educational program directors in costing individual allied health occupation programs. The research was performed by the Cost Advisory Group of the Executive Committee of the Association of Schools of Allied Health Professions. The results of the explorations proved disappointing due to time limitations and a lack of resources. It was found, however, that the total expenditures for allied health educational programs at an academic institution depend on 2 factors: (1) the expenditures for particular curricula; and (2) the combination of curricula at that institution. The problems associated with cost analysis are many, but they are not insoluble. They should be regarded as a challenge and voluntarily accepted as such. Because of the degree of expertise and involvement that are needed, it is recommended that cost study groups be established to work exclusively on this problem. (Author/HS)

ED 060 799

Final Report of the Commission on The Status and Needs of Women at Carnegie-Mellon University.

Carnegie-Mellon Univ., Pittsburgh, Pa.

Pub Date 1 Nov 71

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Civil Rights, *Feminism, *Higher Education, *Women Professors, *Womens Education

The Commission on the Status and Needs of Women at Carnegie-Mellon University (CMU) was established in 1971 as a result of discussions held between members of the administration and representatives of women employees. The Commission was instructed at the outset of its founding to examine University operations that pertain to women students and employees, make recommendations to enhance the opportunities for women at CMU, suggest broad outlines of an affirmative action plan to correct discriminatory practices, and make recommendations concerning a continuing vehicle to monitor implementation of such a plan. Findings show that programs of special interest to women have fared rather badly at CMU and that as a consequence, women in recent years received only 25% of undergraduate degrees, compared to 40% during the 1930's. This final report offers recommendations and conclusions that will hopefully alleviate this and

other problems concerning discriminatory practices against women. (HS)

ED 060 800 HE 002 907

An Economic Analysis of Alternative Programs to Finance Higher Education.

Mathematica, Inc., Bethesda, Md.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date 14 Sep 71

Contract—OEC-0-71-2853(099)

Note—104p.; Revised

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Economics, *Federal Aid, *Financial Support, *Higher Education, *Student Loan Programs

The Federal government operates several programs that provide money, either as loans or as a combination of grants and loans, to students. This paper attempts to clarify the economic and budgetary implications associated with continuing these existing programs, and discusses the differing economic consequences that would follow if some alternative approaches were instituted. Examined first are the goals and public benefits of aid to higher education including economic development of the nation, defense and security, redressing social inequalities, and improvement of the quality of life. In the next section the principal Federal aid programs are discussed: Educational Opportunity Grants, College Work-Study, National Defense Student Loan, and Guaranteed Student Loan Programs. The budget implications of the current programs are contrasted in the next section by computing the costs to the Federal government, state government, institution, and student. The next section discusses the economic implications of the loan and grant programs, and the final section describes what some of the economic consequences may be for the proposed National Student Loan Association. In the appendix formulas are derived that compute the present value of loan costs. (Author/HS)

ED 060 801

Driscoll, Brian Michael

A Study of the Admissions Practices of Colleges and Universities in Regard to Paroled Ex-Offenders.

Morehead State Univ., Ky.

Pub Date Mar 71

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Correctional Education, *Educational Opportunities, *Higher Education, *Prisoners, *Rehabilitation Programs

During the past few years, education has assumed a dominant position among the many tools used by correctional personnel for the purpose of rehabilitating the criminal offender. The nature of these educational programs has evolved from those that were largely vocational in scope to those attempting to increase the scholastic achievements of the incarcerated individual. This catalog was created to: (1) identify those colleges and universities that will accept paroled ex-offenders and cooperate with correctional institutions in developing relevant and meaningful policies; and (2) provide basic admissions information regarding the particular institution's policies pertaining to the acceptance of a G.E.D. and the availability of financial aid. Questionnaires were sent to 2,229 colleges, universities, junior colleges, and community colleges, but only 34% or 759 were returned. The information contained on the returned questionnaires is presented in the catalog. It is hoped it will be of value to correctional officials and educational personnel in their respective fields. (Author/HS)

ED 060 802

Graduate Student Support and Manpower Resources in Graduate Science Education, Fall 1970.

National Science Foundation, Washington, D.C.

Report No.—NSF-71-27

Pub Date Jul 71

Note—182p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (3800-0103; \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Financial Support, *Graduate Students, Graduate Study, *Higher Education, Science Departments, *Science Education, *Student Loan Programs

Current data on graduate student support and manpower resources in graduate science education are important to science administrators, educators, and others concerned with the education of highly qualified scientists and engineers and other related manpower issues. They are also of interest to prospective graduate students, vocational counselors, and others similarly concerned with financing higher education and with identifying career opportunities in universities. This report summarizes data submitted for fall 1970 by 3,071 doctorate science departments of 227 institutions applying for NSF traineeship grants for 1971. The data show that: (1) full- and part-time graduate enrollment declined 2% from 1969 to 1970, after increasing 3% during 1967-68 and 2% during 1968-69; (2) of the 146,000 graduate students enrolled full-time in 1970, 28% were supported by fellowships and traineeships, 27% were self-supported, 24% had teaching assistantships, and 21% had research assistantships; (3) the departments in the study were staffed with 58,000 faculty members of which 27% were in life sciences, 20% in engineering, 19% in the physical sciences, 17% in the social sciences, 10% in the mathematical sciences, and 6% in psychology; and (4) there were 8,900 postdoctoral appointments of which 42% were concentrated in the physical sciences and 41% were in the life sciences. (HS)

ED 060 803 HE 002 310

Sedlacek, William E. Brooks, Glenwood C., Jr. **Racial Attitudes of White University Freshmen.** Maryland Univ., College Park. Cultural Study Center.

Report No.—RR-7-71

Pub Date 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Higher Education, *Negroes, *Racial Discrimination, *Student Attitudes

As our universities and colleges become increasingly multiracial, the attitudes of students of different races toward one another are becoming of primary importance. The purpose of this study is to assess the attitudes of white entering freshmen toward blacks at the University of Maryland. The Situational Attitude Scale (SAS) was administered to 470 white freshmen attending summer orientation. The results clearly indicate that white incoming freshmen have generally negative attitudes toward blacks. Combined with results of earlier studies on upperclassmen at the University, there is a clear negative attitude toward blacks among all whites studied. The implications of these findings for University planning and policymaking are discussed. These include at least one required course in interracial and intercultural relations, seminars and race-related programs sponsored by academic and student affairs offices, as well as money for student and faculty initiated programs and race-related research programs. It is concluded that there is a great deal that can and should be done to minimize the potential for racial friction that exists on campus. (Author/HS)

ED 060 804 HE 002 911

Davis, James A.

The Arts and Science Graduate Student. The Survivors.

Chicago Univ., Ill. National Opinion Research Center.

Pub Date Apr 63

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Majors, College Students, Degrees (Titles), *Graduate Students, *Higher Education, *Liberal Arts Majors, *Science Careers, Student Attitudes

The author of the present document maintains that today's graduate students in the arts and sciences are an elite group of individuals who have somehow survived the student attrition process. Data are presented that back up this statement, beginning with statistical data concerning high school students continuing through the senior year in college. The paper considers the rationale students use for not continuing their education, presents facts concerning the turnover in major field study choices, and gives personal statistics related to successful students. Furthermore, a comparison of the characteristics of those students enrolled in the sciences and those enrolled in the arts is offered throughout. (HS)

ED 060 805 HE 002 913

Lunneborg, Patricia W. Mitchell, Sandra K.

Evaluation of GSt 250/350, Project-Oriented Field Study.

Washington Univ., Seattle. Bureau of Testing.

Pub Date Feb 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, Educational Programs, Experimental Curriculum, *Experimental Programs, *Field Experience Programs, Field Studies, *Higher Education, Intellectual Experience, *Learning Experience

This report evaluates the effectiveness of an experiential field study course at the University of Washington. The course, titled GST 250/350, has different goals from a traditional volunteer program in that the student's education and experience are paramount; the services he provides are secondary. The student's motivation also differs somewhat from that of a volunteer because his purpose is that of gaining more knowledge of disciplines such as sociology, education, psychology, law, more about himself (capabilities, weaknesses, career interests), and more about the relationship of classroom learning to its application in society. Through the use of student papers, agency ratings and student questionnaires, it was concluded that the 112 enrollees had attained their educational objectives and that the course must be judged a legitimate part of the University undergraduate curriculum. (HS)

ED 060 806 HE 002 914

Taylor, Alton L.

Survey of Organizational Structures and Allocation Procedures for Instructional, Research, and Faculty Office Space in Member Institutions of the National Association of State Universities and Land-Grant Colleges.

Virginia Univ., Charlottesville. Office of Institutional Analysis.

Pub Date Jan 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classrooms, Educational Administration, *Educational Facilities, *Facility Case Studies, Facility Requirements, *Higher Education, Planning, *Space Utilization

A survey of member institutions in the National Association of State Universities and Land-Grant Colleges pertaining to organizational structures and allocation procedures for instructional, research, and faculty office space has revealed that the organizational structure for allocating space was placed at the planning office, registrar office, and space committee levels. The space allocator normally reported at the vice-presidential or presidential level. The procedures for assigning classroom and lecture hall space were based most frequently according to space available and need. Seminar rooms and lounges were reportedly assigned most frequently according to space available, need, and priority assignments to departments and schools. Teaching and research laboratories were reportedly assigned most frequently on restricted use by school or department, and faculty office space was reportedly assigned most frequently on the basis of restricted use by school or department and according to space available and need. (Author/HS)

ED 060 807 HE 002 915

Millman, Stephen D. Toombs, William

The Quality of Graduate Studies: Pennsylvania and Selected States.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Report No.—R-14

Pub Date Feb 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, Enrollment, Evaluation, *Evaluation Needs, *Graduate Study, Graduate Surveys, *Higher Education, Professors

It is a minor paradox of higher education that graduate study, acknowledged to be the most costly and complex phase of university activity, should have the least attention. Institutions vary widely in the amount of self-inquiry they direct toward graduate work, and information collected over a wider area by standard methods has been difficult to come by. Several national studies conducted under the auspices of the American Council on Education, however, offer a useful means of making local and regional comparisons. When

data are rearranged into regional or local subsets, the kind of relationships that are revealed give clues about the effects of past policy and future planning. This study collects and organizes the basic data from one such evaluation of graduate faculty to give comparisons that have special significance for Pennsylvania. The collected information for the Commonwealth is compared with similar data for New York, Illinois, Michigan, Ohio, and California and for the top-ranked schools in the study. The nature of the relationships between enrollment and ranking, the number of fields and ranking, and resident students enrolled and ranking make possible some rather clear observations about graduate education in the State. (Author)

ED 060 808 HE 002 916

Horan, John J. Swisher, John D.

Effecting Drug Attitude Change in College Students via Induced Cognitive Dissonance.

Pennsylvania State Univ., University Park.

Pub Date Apr 72

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, April 6, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Freshmen, *College Students, *Drug Abuse, *Drug Education, Health Education, *Higher Education, *Student Attitudes

In this study, the authors deliberately set out to modify the attitudes of new students toward drugs in a conservative direction by inducing cognitive dissonance. The method used was a pretest-posttest design in which the experimental group of students were to fill out a value-preference inventory that yielded a score, sorting the students into 2 groups: those preferring mediated experiences and those preferring direct experiences. Following the pretest, the group leader pointed out to all of the students that those preferring direct experiences could not also favor drugs because drugs themselves are mediators. A discussion of this theory followed and more than 80% of the students agreed. The results show that students who preferred direct experiences and who were made to feel dissonant about holding liberal drug views, showed considerably more conservatism in their attitudes toward drugs than similar students who had not been exposed to the experimental treatment. On the other hand, students who preferred mediated experiences and who were thus not made to feel dissonant during the experimental treatment, presented essentially the same attitudinal posture as similar students in the control group. (HS)

ED 060 809 HE 002 917

Oleson, Loyd C.

A Report on Academic Calendars.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.

Pub Date 71

Note—41p.

Available from—AACRAO, One Dupont Circle, Suite 330, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, Quarter System, *Scheduling, *School Calendars, *Semester Division, Trimester Schedules

Identifiers—*4-1-4 Plan

This document reports the results of a survey conducted to determine (1) the types of academic calendars being used in colleges and universities in the U.S.; and (2) the changes taking place. Six types of calendars are defined: the traditional semester calendar; the trimester calendar; the 4-1-4 calendar; and other calendars. The survey was very timely, for the results show that a calendar revolution is taking place. Of the 2,475 respondents, 1,130 were changing their academic calendars from the traditional semester calendars, and the majority of these institutions were changing to either the early semester calendar or the 4-1-4 calendar. The data are listed in tables by institution and state. (HS)

ED 060 810 HE 002 918

The Tucker Report. Report of the Governor's Task Force on the Role of Private Higher Education in Missouri.

Governor's Task Force on the Role of Private Higher Education in Missouri, Jefferson City.

Pub Date 17 Dec 70

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Coordination, *Higher Education, *Private Colleges, *State Aid, *Statewide Planning

The Governor's Task Force on the Role of Private Higher Education in Missouri was charged with finding the answers to and making recommendations concerning the following questions: (1) What resources do the private colleges and universities of Missouri have that might be utilized by the State? (2) What solutions have other states adopted toward making use of their private institutions, and which of these would best serve Missouri? (3) What have other states done to coordinate their interest in higher education, and which of these mechanisms would best serve Missouri's needs? and (4) What constitutional questions are involved in the State making use of its private colleges and universities? In response to these questions, it is recommended that the State: (1) establish a student assistance program under the supervision and administration of a central state agency; (2) set up the machinery necessary to allow contractual arrangements by the State with the private institutions; (3) encourage contracting between public and private institutions for services and programs; (4) conduct a study to determine what share of educational costs should be borne by students versus taxpayers; (5) restructure the Missouri Commission on Higher Education that it might better coordinate public and private higher education; and (6) amend the Missouri Constitution to allow students in need, regardless of whether they attend public or private institutions, to receive assistance grants from the State. (Author/HS)

ED 060 811 HE 002 919
Strengthening Independent Higher Education in the State of Indiana.

Independent Colleges and Universities of Indiana, Green Castle.
Pub Date Jun 70
Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Financial Problems, *Higher Education, Master Plans, *Private Colleges, *State Aid, *Statewide Planning

Cooperation between the public and the independent colleges and universities in the State of Indiana has become a tradition since 1945 when the Indiana Conference on Higher Education was formed. Now the independent institutions in the State, like independent institutions throughout the U.S., are facing a critical financial and enrollment situation. The Independent Colleges and Universities of Indiana made several recommendations, to alleviate this condition including: (1) the establishment of an Indiana Coordinating Council for Higher Education to determine that all of the educational resources of the State would be taken full advantage of and that costs would stay at a minimum; (2) a substantial increase of the existing State scholarship program available to all students in the State in need of assistance; (3) the creation of contractual arrangements between the State and the independent institutions for the education of Indiana residents; and (4) emphasis placed on freedom of all higher education institutions in Indiana to determine their own educational philosophy so individuals can find those programs most consistent with their backgrounds, capacities, and interests. (HS)

ED 060 812 HE 002 920
Update Study of the Financial Condition of Independent Higher Education in the Commonwealth of Pennsylvania.

Commission for Independent Colleges and Universities, Harrisburg, Pa.; McKinsey & Co., Inc., Washington, D. C.
Pub Date Feb 72
Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, *Financial Needs, *Financial Problems, *Higher Education, *Private Colleges

A study completed in Winter 1971 report on the financial condition of institutions affiliated with the Commission for Independent Colleges and Universities (CICU). Its analysis showed a steady deterioration of financial operating results from a positive \$10 million to a negative \$1 million. The purpose of the present study was to: (1) measure the current financial condition of CICU institutions; (2) ascertain the actions being taken

by institutions in response to financial pressures; and (3) supply institutions some comparative resource and financial data from the earlier study. The results of the update study present a picture that is hopeful in some respects but troublesome and complex in others. They reveal, on the one hand, that in an overall view, the financial crunch has lessened considerably. But many institutions, at the same time, have experienced steadily worsening problems. It is considered by the authors that the 1970-71 improvement may only be short-term in nature. (HS)

ED 060 813 24 HE 002 938

Dawson, J. Dudley

A Study to Determine the Feasibility of Establishing a Masters College Program for the Preparation of Community College Teachers. Final Report.

Antioch Coll., Yellow Springs, Ohio.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0730

Pub Date Mar 71

Grant—OEG-9-450730-2782(010)

Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Teachers, *Community Colleges, Graduate Study, *Higher Education, Junior Colleges, *Masters Degrees, *Teacher Education

In order to fill the 171 new community colleges opened between 1965 and 1970, more teachers are needed—especially innovative teachers who put student success in learning first. To meet these needs, community college leaders are seeking the support of colleges and universities, accrediting agencies, professional organizations, and government for a major investment in the creation of the Masters College Program for the education and training of junior and community college teachers. This study documents findings regarding the merits of the plan, the viability of its distinctive features in relation to one another, the accuracy of the premises used in designing the projected program, the prospects for funding the establishment and operation of Masters College centers, and their location and organization. (HS)

ED 060 814 24 HE 002 939

Bowers, John

The Evaluation of a Special Educational Opportunities Program for Disadvantaged College Students. Final Report.

Illinois Univ., Urbana. Office of Instructional Resources.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-E-136

Pub Date Jun 71

Grant—OEG-5-70-0005

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, College Students, *Disadvantaged Youth, *Educationally Disadvantaged, *Higher Education, *Remedial Programs

This report analyzes the early academic achievement of disadvantaged students admitted to the Special Educational Opportunities Program (SEOP) at the Champaign-Urbana campus of the University of Illinois. Overall grade-point averages and grades in 3 new courses established in rhetoric, psychology, and mathematics are examined. Both criteria are compared with customary preadmission indices, high school percentile rank and standardized ability and achievement test measures. In the study, test scores were found to be more valid for predicting the first term GPA of SEOP students than for regular students; the predictive effectiveness of high school percentile rank was greater for regular students. Two major recommendations are made for future consideration: (1) expansion of recruitment efforts should be made so that greater numbers of SEOP applicants can be screened on the basis of ability measures; and (2) the use of standardized achievement test measures should be increased for placement into and for proficiency out of remedial coursework. (Author/HS)

ED 060 815

HE 002 944

Morgan, George A.

Final Report to the National Endowment for the Humanities for Hiram College. The Hiram College Freshman Year Program.

Hiram Coll., Ohio.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date Oct 70

Grant—H69-0-121

Note—320p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*College Freshmen, College Students, *Curriculum, *Educational Innovation, Experimental Programs, *Higher Education, *Program Evaluation

This report presents a summary and evaluation of the new freshman curriculum at Hiram College. The curriculum, established in the fall of 1969, is based upon the premise that by giving freshmen more freedom and responsibility, along with the opportunity for more individual faculty guidance, a college can create an atmosphere in which both academic inquiry and personal growth will flourish. The curriculum consists of 3 components: the Freshman Institute, the Freshman Colloquia, and the Twentieth Century and Its Roots Course. The content of the focus of the 2-week Freshman Institute was on language and effective communication. It is felt that the Institute was successful in increasing student emphasis on responsible and articulate expression. The Freshman Colloquia, also judged quite valuable, consisted of small groups of 10-12 students with a faculty advisor. This component continued the emphasis on the personal dimension of education by improving communication skills, dealing seriously with academic topics, and by exposing the students to humane, moral, and aesthetic concerns. The final component of the freshman program, the "Twentieth Century and Its Roots Course," was only moderately well received-in it students examined the major issues of modern society from many perspectives. Although this course was not as well attended as expected, it is hoped that it will gain greater student interest in subsequent semesters. (HS)

ED 060 816 HE 002 959

Lewis, Richard S.

State Relationships with Independent Institutions of Higher Education and Assistance to Students Attending Independent Institutions of Higher Education.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 72

Note—59p.; Paper prepared for the Education Committee of the Connecticut General Assembly

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Financial Needs, *Financial Support, *Higher Education, *Private Colleges, *State Aid

The private higher education sector in recent years has been facing a financial problem that has caused the institutions to raise tuition costs considerably, and often to price themselves out of the market. Part of the reason for this is the expansion of public colleges and universities that can afford to offer an education at a lower price. Private higher education, it is argued in this paper, does provide a valuable service to the general public, and it would be highly beneficial to the states to provide support to these institutions. This document presents the results of a survey that was designed to solicit information concerning the amount and type of support presently being offered to private institutions by their states. It was found that 34 of the 50 states have programs that support independent institutions or their students. However, this count excludes tax support, guaranteed student loan plans, and contractual arrangements for out-of-state student places. Should these 3 types be included, the count would be raised to 100%. A detailed summary of public support to private colleges in Connecticut is included as well as a brief of various court decisions dealing with the topic. (HS)

ED 060 817 HE 002 962

Cheek, King V., Jr.

Reflections and Notes on Styles and Attitudes in Higher Education Administration.

Morgan State Coll., Baltimore, Md.

Pub Date Apr 72

Note—34p.; Paper presented at the Congress of Black Professionals in Higher Education,

Austin, Texas, April 5-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Educational Administration, Educational Policy, *Governance, *Higher Education, *Management Development, Master Plans, Models

The objective of this paper is to provide a brief overview of academic governance and administration with the intention of raising questions and stimulating discussion. All colleges must recognize that governance and administration are concerned with advancing their educational missions. In general, this can be accomplished only if the principles of sound executive management are known, understood, and followed. These principles embrace the concepts of: (1) the academy as a community in which all persons, teachers, and students are educators, and in which some authority is shared among the varying constituent groups; (2) the delegation of responsibility to the key officers within the college as well as the committees and councils that participate in governance; (3) the granting of authority commensurate with the delegated responsibilities; (4) the insistence on accountability of all officers within the college, including the chief executive; and (5) the development of strategies for promoting effective change within the institution. A list of 50 representative principles is included as well as a model of an in-depth study for the development of a college's educational master plan. (Author/HS)

ED 060 818

HE 002 963

Rossmann, Jack E.

Open Admissions and the College Environment.

American Council on Education, Washington, D.C.

Pub Date 8 Apr 72

Note—12p.; Paper presented at the annual meeting of the American Educational Research Association, April 8, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Standards, *Admission Criteria, Educationally Disadvantaged, *Higher Education, *Open Enrollment, *Student Attitudes

This study was conducted to discover what attitudes are held by upper division students regarding an open admissions policy for entering freshmen when they themselves were admitted under rigorous standards. Five large institutions were used for the study: 2 CUNY schools that had recently adopted an open admissions policy; Central U., a residential institution where any graduate of a high school within the State was eligible to enroll; and Midwest U. and Western U. where most freshmen admitted had been in the top 10-15% of their high school graduating class. Results varied among the students surveyed. It was found that students at Central U. held a much more positive attitude toward open admissions than students at other schools. The students at elite schools tended to hold a negative attitude along with those who had achieved high grades at the CUNY schools. Also, students from affluent backgrounds were more likely to feel that open admissions would lower the value of a degree. Black students and women tended to view open admissions positively. (HS)

ED 060 819

HE 002 964

Feldman, Kenneth A.

Some Common and Not So Common Approaches to the Study of College Environments and Their Effects.

State Univ. of New York, Stony Brook.

Pub Date 72

Note—10p.; Paper presented at the 1972 Annual Meeting of the American Educational Research Association

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Environment, *College Students, *Evaluation Methods, *Higher Education

This paper presents an analysis of some of the theoretical and methodological frameworks employed in the study of college environments and their effects on students. Generally, analysts only view the college environment from one point of view - that of the overall college environment. However, a variety of approaches is needed in order to accurately describe an environment with subenvironments that more often than not affect students more than the overall environment. Analysts are interested in the effects of college on students in 3 major areas: (1) student change, (2) student stability, and (3) student outcome. The following general approaches have been used to describe, measure, and classify colleges and their environments: (1) anthropological vignettes; (2) conventional (nominal) typologies; (3) attributes of members; (4) demographic, near-

demographic, physical, and related institutional characteristics; (5) social structural and social organizational dimensions; and (6) "climate" of the college. The author offers a developmental model that incorporates several of these approaches. (Author/HS)

ED 060 820

HE 002 965

Kennedy, Robert W.

The Relationship of Selected Student Characteristics to Components of Teacher/Course Evaluations Among Freshman English Students at Kent State University.

Case Western Reserve Univ., Cleveland, Ohio.

Pub Date Apr 72

Note—31p.; Paper presented at the annual meeting of the American Education Research Association, Chicago, April, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *College Teachers, *Evaluation, *Faculty, *Higher Education, Performance Specifications

The present study was conducted to determine the relationship between student ratings on the components of a teacher/course evaluation instrument and their scores on selected Omnibus Personality Inventory Subscales, American College Test scores, "expected grade," "actual grade," "expected-actual" grade differential in the course, grade point average, and the variables of sex and college membership. The research was completed using both standardized and nonstandardized instruments administered to freshmen students enrolled in a required English course during the 1970 fall quarter at Kent State University. The results are reported in a series of 37 tables. Suggestions for further, broader research in the area are made to determine what criteria variables students use to evaluate above-average teachers. (Author/HS)

ED 060 821

HE 002 968

Cole, Nancy S.

On Measuring the Vocational Interests of Women.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date Mar 72

Note—16p.

Available from—Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, Employment, *Employment Opportunities, Equal Opportunities (Jobs), *Feminism, *Higher Education, Occupational Choice, *Women's Education

It is the purpose of this paper to consider the possibility of eliminating the pattern of women entering only traditionally women's vocations by examining the structure of women's interests in terms of inventory scales and occupational groups; to compare this structure with that found for men; and to suggest what inferences can be made from women's interests to the entire career spectrum. The results indicate that when women's interests are compared with those of other women, the resulting structure of interests is essentially the same as that found for men. In addition, when there are occupations that both men and women pursue, these occupations tend to fit in similar positions within the structure for both men and women. It is recommended that women be provided with this information so they may be aware of the more diverse career options open to them than commonly available. (Author/HS)

ED 060 822

24

HE 002 974

Chambers, Jack A.

College Teachers: Their Effect on Creativity of Students. Final Report.

University of South Florida, Tampa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-9-D-046

Pub Date Mar 72

Grant—OEG-4-9-190046-0057-057

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Students, *College Teachers, Creative Development, *Creative Teaching, *Higher Education, *Student Teacher Relationship, *Teacher Influence

This nationwide study was concerned with the relation of personality traits, classroom behavior, and student-teacher relationships to creativity in

college teaching. Creative teachers were identified by Ph.D. students who had studied under the teachers and who nominated them as having had the most facilitating effect on their creative development, or as having had a significant inhibiting effect. The classroom behavior and student-teacher relations for a total of 671 teachers were described by nominating students, and 492 of these completed the 16 Personality Factor Questionnaire, the Ghiselli Self-Description Inventory, the Barron-Welsh Art Scale, and several biographical items. Results indicate introversion, dominance, and self-sufficiency to be associated with creativity. Support was also provided for association of greater esthetic sensitivity and less adherence to social mores with creative teaching in psychology. Clear-cut behavioral patterns differentiate teachers who facilitate creative development from those who hinder it. Encouragement through individual contact is found to be the most important aspect of student-teacher relationships affecting creativity. The classroom was found to be of lesser importance. (Author/HS)

ED 060 823

24

HE 002 975

Tabor, C. Dwight, Jr.

Feasibility Study of Simulation Model for Planning on an Urban Campus. Final Report.

Georgia State Univ., Atlanta.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-D-027

Pub Date 29 Feb 72

Grant—OEG-4-70-0049(509)

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, *Educational Planning, *Higher Education, *Management Systems, Planning, *Urban Universities

This study is designed to determine if it is possible and worthwhile to develop a formal simulation model as an aid to urban university management. Evidence is introduced that indicates existing planning models may not be justified on a basis of benefits derived versus their development and operating costs. A survey of models and ideas indicates that CAMPUS and WICHE's RRPM are the most promising points of departure for the development of a new planning model. The stability of the elements of an induced-course-load matrix (ICLM), the core of both CAMPUS and RRPM, is examined using data from a large urban university. This examination is conducted on several levels of aggregation. In general, the ICLM is found to be viable as a basis for a planning model, assuming the model is flexible enough to allow the appropriate level of aggregation. Proposals are advanced for the implementation of a planning model. Major reliance on WICHE's development and documentation of the RRPM model is suggested. (Author/HS)

ED 060 824

24

HE 002 976

Perlman, Daniel H.

Faculty Trusteeship in Higher Education. A Study of the Governance of Roosevelt University. Final Report.

Roosevelt Univ., Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-E-133

Pub Date Aug 71

Grant—OEG-5-70-0043

Note—314p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Decision Making, *Educational Administration, Faculty, Governance, *Governing Boards, *Higher Education, Policy Formation, *Teacher Participation, *Trustees

This document presents a study of the historical origins and outcomes of the practice of elected faculty representation on the Board of Trustees of Roosevelt University. It examines the reasons why the University's founders chose to adopt this mode of governance when they established the institution in 1945, and the University's experience with the practice of faculty trusteeship over the succeeding 25 years. This historical analysis of the experience of the governing board of Roosevelt University is set in the context of American higher education by means of (1) a brief discussion of the origins and functions of the governing boards of American colleges and universities; (2) a review of the

major previous studies of governing boards; (3) an historical analysis of the issue of faculty representation on college and university governing boards; and (4) an examination of the extent to which faculty representation on the governing board has been or is being adopted as a mode of governance among institutions of higher education. (Author/HS)

ED 060 825 24 HE 002 977

Baldrige, J. Victor

Models of University Governance: Bureaucratic, Collegial, and Political.

Stanford Univ., Calif. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-D-Memo-77

Bureau No.—BR-5-0252

Pub Date Sep 71

Contract—OEC-6-10-078

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, *Educational Administration, *Governance, *Higher Education, *Policy Formation, Political Influences

The fundamental argument of this paper is that sociologists and administration theorists have not yet constructed appropriate intellectual models for analyzing academic administration, and that the lack is hindering research. Two of the dominant models of university governance, the bureaucratic and the collegial, are examined and criticized, and a new political model is offered as an alternative means of understanding the dynamics of policymaking in academic organizations. In summary, the broad outline of the university's political system looks like this: there is a complex social structure that generates conflict; there are many forms of power and pressure that affect the decisionmakers; there is a legislative stage in which these pressures are translated into policy; and there is a policy execution phase that eventually generates feedback with the potential for new conflicts. This political model has now been used in 3 empirical studies at New York University, Portland State College, and Stanford University, and a brief description of these studies is included. (Author/HS)

ED 060 826 24 HE 002 978

Stam, James Baldrige, J. Victor

The Dynamics of Conflict on Campus: A Study of the Stanford April Third Movement.

Stanford Univ., Calif. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-19

Bureau No.—BR-5-0252

Pub Date Sep 71

Contract—OEC-6-10-078

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *Decision Making, *Educational Administration, Governance, *Higher Education, Policy Formation, *Political Influences

This paper develops a theoretical framework for analyzing campus conflict and crisis as a social movement. The authors argue that political frameworks are necessary to understanding the dynamics of interest group activities that are directed toward influencing policy. Using the political framework, a number of propositions are advanced concerning interest group activities, the political motivations of partisan groups, the social control activities of authorities, and the cycle that the conflict goes through. A case study of a student conflict at Stanford University is used to give plausible support to the propositions. Although such a case study is in no sense proof of the propositions, it nevertheless clarifies issues and helps locate weaknesses and strengths in the theoretical framework. (Author/HS)

ED 060 827 24 HE 002 979

Gamson, Zeldi F.

The Relations Between Student Organizations and the Wider University. Final Report.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-0806

Pub Date Jan 72

Grant—OEG-0-71-0572(508)

Note—189p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Students, *Groups, *Higher Education, *Organizations (Groups), *Student Organizations

This report presents the findings from a study of student organizations at the University of Michigan. Four religious groups, 5 political groups, 10 sororities and 10 fraternities were chosen to represent a range of groups within each of the types. The study was undertaken to determine (1) the impact of formal student organizations on their membership, (2) the diversity and similarity of group characteristics, (3) the recruitment process into these groups, and (4) the relations between the groups and the larger university. The study documents the variability among student organizations across types and within types. Attempts to understand the basis of similarities and differences among groups led to 2 major sets of findings: (1) groups develop different ways of integrating their members based on values, on the one hand, and affective ties on the other; and (2) groups' internal processes are connected with their relationships with the larger university. Bringing these 2 themes together, the study shows that value integration inside groups is related to a high sense of value difference with the university. Affective integration is related to interaction with other parts of the university. (Author)

ED 060 828 24 HE 002 980

Rushing, Corbett B. James, Ralph E.

Experiment in Learning/Service. Final Report.

North Carolina Wesleyan Coll., Rocky Mount.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-C-044

Pub Date 14 Mar 72

Grant—OEG-3-70-0039(509)

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Higher Education, *Motivation, *Positive Reinforcement, Reinforcement, Social Reinforcement, *Teaching Techniques

This investigation sought to determine whether faculty, peers, or community supervisors could provide the best type of positive reinforcement for college students engaged in community-based learning service. Students were placed in 5 equally weighted groups: (1) reinforcement by community supervisors only; (2) half of the reinforcement from community supervisors and half from college faculty; (3) all reinforcement from college faculty; (4) only peer group reinforcement; and (5) no reinforcement (control group). The most striking result was that the control group with no reinforcement completed 0% of their assignments on time for the first semester. The faculty group represented the lower parameter of 30%, and the peer group achieved the highest score, 70%. Overall, students performed as well with peer group reinforcement as with faculty reinforcement. To be substantiated this finding would require isolation of personality, convenience, and other unknown factors. Further research is recommended because of the cost-effective and learning enrichment potential represented by wider roles for students. (Author/HS)

JC

ED 060 829 24 JC 720 069

Cohen, Arthur M. And Others

Factors Accounting for the Variance in Junior College Students' Composition Writing. Final Report.

California Univ., Los Angeles. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-I-051

Pub Date Jun 71

Grant—OEG-9-70-0028(057)

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), *Composition Skills (Literary), English, *English Education, *Junior Colleges, Test Construction, *Testing, *Writing Skills

This study explores growth in written composition in the community college by using a group-devised scoring key to score pre- and post-compositions. The study was conducted in three community colleges in Southern California with each student's writing ability being measured by pre- and post-compositions written during the first and last weeks of an 18-week semester. No significant changes in writing ability were detected in this study through a comparison of pre- and post-means for the total sample, or for any of the three colleges, as indicated by a t-test for correlated samples. An analysis of the individual score changes indicated that almost all student scores changed slightly during the semester. In essence, this study supports the use of a cooperatively developed scoring key to reduce rater bias. It does not support the assumption that community college students improve their writing skills following 18 weeks of instruction in composition. (Author/MN)

ED 060 830

JC 720 070

Calais, Mary Jane

Possible Positive Results of the Current Fiscal Crisis in Higher Education. Panel Session: Learning to Live on Less—The Community College.

Pub Date 72

Note—12p.; Paper presented at the American Association for Higher Education's 27th National Conference on Higher Education, Chicago, Illinois, March 5-8, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *Educational Finance, *Junior Colleges, *Money Management, *Program Planning

Identifiers—Planning Programming Budgeting System, PPBS

The increasing use of management techniques may be viewed as a beneficial result of the financial problems currently being experienced by many community colleges. The college budget should be goal-oriented and the basis for a good management system. When properly used as a planning technique, the budget can become a vehicle for considering and sorting out alternative paths of action. The effectiveness of a budgeting system, however, is directly related to the attitudes of all persons involved; attitudes must be positive if positive results are to be obtained. Active participation at all levels also enhances effective control which will assist in the attainment of shared goals. One widely used budgeting plan, the Planning Programming Budgeting System (PPBS), is discussed in terms of its advantages and disadvantages as a planning tool. The author concludes by citing the experience of her school district in implementing PPBS and other planning efforts to more efficiently and effectively make use of limited resources. (Author/AL)

ED 060 831

JC 720 075

Park, Young

Trends and Developments in Institutional Research.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Apr 72

Note—4p.

Journal Cit—Junior College Research Review; v6 n8 April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Institutional Research, *Junior Colleges, *Research, *Researchers

This review notes two major trends characterizing institutional research in community colleges today: (1) the communication of research results, and (2) the shift toward applied rather than theoretical research. A third trend noted is the desire by certain persons to create an institutional position of "Information Dean," who would provide needed information to decision makers. Several organizations established for exchanging information about community colleges are: the American Educational Research Association's Special Interest Group in Community Junior College Research, the Council of Community College Boards, the Community College Social Science Association, the California Educational Computing Consortium, the Audio-Tutorial Congress, and the Mountain States Community College Consortium. The changing emphasis in research from student characteristics-type tabulations to more pertinent decision-making topics is

a result of increased concern for information needed "in" the community college rather than "on" it. The trend is toward research that results in usable models and that which analyzes existing procedures to make them more effective and efficient. (AL)

ED 060 832 JC 720 076

Gould, Samuel B.

Community Colleges and Non-Traditional Study.

Pub Date Jul 71

Note—18p.; Speech presented to the Sixth Annual Conference for Community College Presidents held at Charlotte, North Carolina, July 25-28, 1971 and sponsored by the Univ. of North Carolina and the State Board of Education.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Role, *Educational Innovation, Educational Needs, *Experimental Colleges, *Innovation, Instructional Innovation, *Junior Colleges, Speeches

The author, Chairman of the National Commission on Non-Traditional Study, points out that the community college has a unique but undeveloped opportunity in the area of non-traditional study. The traditional view that only private institutions are and can be innovative must be altered since: (1) the line dividing public and private institutions is becoming increasingly blurred; (2) the record of private colleges bringing about innovative educational change is spotty; and (3) the private colleges serve a dwindling percent of the total population and only institutions forced to deal with large numbers can be expected to explore new methods of education. The community college, still new enough to be flexible, more readily reaches populations who have encountered barriers to traditional education and are, therefore, interested in non-traditional study. Other aspects of the community college conducive to non-traditional study are the lack of time limits on degrees and courses and its experience in counseling a wide variety of students. The author concludes by listing 17 societal needs to be fulfilled by the community college. (MN)

ED 060 833 JC 720 077

Birenbaum, William M.

Planning Qualitative Disruption—A Critique of the Inferior Unrest Our Campuses Promote.

Pub Date Jul 71

Note—14p.; Speech presented to the Sixth Annual Conference for Community College Presidents held at Charlotte, North Carolina and sponsored by the Univ. of North Carolina, Charlotte, and the State Board of Education, July 25-28, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, College Faculty, *Educational Change, *Educational Discrimination, Educational Philosophy, *Junior Colleges, *Minority Groups, Tenure, Vocational Education

The purpose of this speech is to review the causes of campus unrest and to make recommendations for revisions in American higher education institutions. In an age when knowledge is power, American higher education has not made knowledge as freely available or as usable as is necessary. Further, campus governance has permitted and supported great inequalities—untended faculty have little or no say in policy decisions and curriculum revision and the self-interest of faculty has led to poorer quality education as demonstrated when the least experienced faculty teach the largest freshmen classes. The result is a gap between the teachers and the taught. Another factor contributing to the distrust of higher education by youth is the unreality of the campus; the students' experiences and knowledge—especially of minority and poverty students—are ignored by faculty. Campuses continue to be segregated from urban problems at a time when the idea of creating isolated campuses is no longer tenable. In a section titled "Planned Unequal Opportunities," the author criticizes community college vocational programs and suggests that educationally deprived students may need more liberal education courses if they are to have equal opportunities in this country. Eight specific recommendations for change are included. (LP)

ED 060 834 JC 720 078

Sharon, W. Harvey

External Funding: Federal and Private.

Pub Date Jul 71

Note—21p.; Speech presented to the Sixth Annual Conference for Community College Presidents held at Charlotte, North Carolina and sponsored by the Univ. of North Carolina, Charlotte, and the State Board of Education, July 25-28, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Federal Aid, *Financial Support, Foundation Programs, *Incentive Grants, *Junior Colleges, *Private Financial Support, State Aid

This paper, designed as a guideline for administrators, considers the relationships between local community colleges and external funding sources, both governmental and private. Descriptive examples of how to obtain funds from such agencies are given as well as working outlines for preparing the requisite grant applications. To clarify the matter of federal funding, a brief history and description of its role in education is given along with suggestions for forming joint projects with other local governmental bodies to pursue funding outside the normal purview of education; examples of such successful consortia are described. Other sections of the paper focus on: (1) tips on federal and private proposal writing and suggested data to be included in them; (2) detailed descriptive information about private funding sources including a list of appropriate foundations, their general grant proposal requirements, and procedures for establishing liaison with them; and (3) a plan for establishing a local endowment corporation. (AL)

ED 060 835 JC 720 079

Harris, Robert G.

The Community College Looks at Vocational Education.

Pub Date 7 Mar 72

Note—11p.; Speech presented to the 27th National Conference on Higher Education, March 7, 1972, Chicago, Illinois.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Standards, *Accreditation (Institutions), Certification, *Educational Needs, Evaluation, *Junior Colleges, Program Evaluation, *Vocational Education

The great diversity in vocational education programs in community colleges can, for the most part, be attributed to the wide range of occupations to be served and the colleges' attempts to meet the needs of their communities and the needs of the individuals within those communities. The vocational educator, however, must be aware of the restrictive rules and regulations imposed by external agencies responsible for administering some vocational programs. These conditions are based on the assumption that a vocational education program will be effective if the institution conforms to certain facility specifications or qualifications required of the teaching staff, instead of evaluating the competencies of the graduates themselves. There are indications of a trend in the approach to institutional evaluation for accrediting purposes that emphasizes the quality of the product over the requirements of the process. In conclusion it is suggested that a cooperative effort be initiated between local institutions and external agencies in formulating educational programs and standards of evaluation. (AL)

ED 060 836 JC 720 080

Survey Report of State-Funded College Programs for "Disadvantaged" Students in Massachusetts.

Massachusetts Univ., Amherst. School of Education.

Pub Date 1 Mar 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Compensatory Education Programs, Counseling Programs, *Disadvantaged Youth, *Financial Support, *Junior Colleges, Low Ability Students, *Remedial Programs, State Aid, Tutoring

Identifiers—*Massachusetts

This report was prepared to provide information on the operation and management of state-funded educational programs for the disadvantaged in Massachusetts institutions of higher education. Schools surveyed included ten of the 13 community colleges and the University of Massachusetts, Amherst. Detailed information was collected from each school on recruitment, academic programs, support services (e.g. tutoring, counseling, placement, and housing), financial aid, staffing, planning and policy-making, and

funding. Institutions differed in the criteria used (financial, academic, or cultural factors) to identify disadvantaged students, and whether they sought out potential students in the community or identified disadvantaged students from among those already enrolled. Four kinds of academic programs were identified: (1) remedial "package" courses that all program students take; (2) enrollment in regular classes with tutorial assistance available; (3) a reduced load of regular courses with the addition of study skills labs, special courses and tutoring; and (4) a summer preparatory program. The report concludes with some specific recommendations and generalizations about education for the disadvantaged. (LP)

ED 060 837 JC 720 081

The Peer Teaching Program of Community College Studies.

Miami-Dade Junior Coll., Fla.

Pub Date Mar 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Coaching Teachers, *Individual Instruction, *Junior Colleges, *Peer Teaching, Remedial Instruction, *Remedial Programs, Tutoring Programs, Tutoring

Identifiers—Florida

During the fall semester of 1971, a peer teaching program was started in biology, physics, psychology, social science and reading classes at Miami-Dade Junior College (Florida). While the specific responsibilities of the peer teachers differed in each class, generally they were expected to assist the students in learning basic skills and supplement the teacher by working individually with students having difficulty. Peer teachers had to demonstrate some skills in the subject and then received a brief orientation to their work; at the completion of the class, peer teachers received grades and a written evaluation. Included are graphs showing the changes in students' grades before and after working with peer teachers. This document is mainly a collection of statements by instructors assisted by peer teachers, personal reactions of students toward their peer teachers, and reflections by the peer teachers themselves. Each of these groups, for the most part, judged the program to be a success. (LP)

ED 060 838 JC 720 082

Hartzog, Arthur Butler

Guidelines for the Establishment of College Union Organization and Facilities on Certain Types of Two-Year Campuses.

Pub Date 28 Dec 68

Note—80p.; Master's thesis, University of South Carolina

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Facilities, *Facility Guidelines, *Facility Requirements, *Junior Colleges, Masters Theses, *Student Unions, *Unions

Identifiers—*South Carolina

This paper presents a set of 20 major guidelines for developing college student union organizations and facilities that may be utilized by 2-year institutions similar to University of South Carolina regional campuses. In justifying these guidelines the author reviews the related literature and the data collection procedures—campus visits and a questionnaire survey—from which these guidelines were prepared. The questionnaire and its statistical results are appended. (AL)

ED 060 839 JC 720 083

Cohen, Arthur M. Brawer, Florence B.

The Who, What, Why of Instructor Evaluation.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Report No.—Topical-Pap-33

Pub Date Apr 72

Note—19p.

Available from—ERIC Clearinghouse for Junior Colleges, 96 Powell Library, University of California, Los Angeles 90024 (Limited supply available free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, Techniques, Faculty Evaluation, *Junior Colleges, *Self Evaluation, State Legislation, *Teacher Evaluation

A self-report system for individual community college instructors to use in evaluating their own professional performance is advanced as a tenta-

tive means to respond to California teacher evaluation bill SB 696. Four instructor activity areas are suggested as appropriate for evaluation: (1) instruction, requiring the use of specific measurable objectives; (2) service to the college, including committee work, club work, and other institutional activities; (3) service to the community; and (4) professional expertise, including those elements increasing an instructor's knowledge of his field. The primary aspect of the self-evaluation process consists of a faculty interviewing committee to question instructors about each of the above named areas. Instructors will present to the committee teaching objectives, test scores, student rating forms, and a resume of school, community, and professional activities. A yearly file on each instructor, developed from the interviews, would be reviewed at each evaluation meeting. This self-report system differs from ordinary self-report and introspective methods in that it relies on concept measurement, is open to peers for process evaluation, and focuses on instructor intentions and results. (AL)

ED 060 840 JC 720 084

Thurston, Alice J. And Others

The Chief Student Personnel Administrator in the Public Two-Year College.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Report No.—Monograph-14

Pub Date Jan 72

Note—75p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Background, *Administrator Characteristics, Administrator Role, College Deans, *Junior Colleges, *Student Personnel Services, *Student Personnel Workers, Surveys

Few junior college educators would deny the important role of student personnel work in achieving the diverse educational goals to which junior colleges are committed. Since the publication of the findings of the 1965 Carnegie Project, which revealed weaknesses in existing student personnel programs, much attention has been given by educators to upgrading student personnel services. This paper reports the results of two studies, independently undertaken, that explored the role and characteristics of chief student personnel administrators. One study, done in 1968, surveyed a national stratified random sample of these administrators in public junior colleges; the second surveyed only those in midwestern junior colleges. Findings reported include personal characteristics and educational and employment history as well as information about their current position including title and responsibility, length of time in this position, salary, professional affiliations, aspirations, and their most pressing problems. The report concludes with eight recommendations for improvement of student personnel services. (Author/LP)

ED 060 841 JC 720 085

Intensive Care for the High Risk Student in the Community/Junior College: Conference Proceedings (Elizabethtown, January 27-29, 1972).

Elizabethtown Community Coll., Ky.

Pub Date 72

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conferences, *Developmental Programs, *Educationally Disadvantaged, *Educational Needs, *Junior Colleges, *Low Achievers

This conference was concerned with academically disadvantaged students in the community college. Twenty-three states and the District of Columbia were represented by 200 conference registrants. Designed primarily for institutions having few or no programs for academically disadvantaged students, the conference covered each segment of the special service program—reading and writing laboratories and a learning resources center—offered at the host institution. Sessions were also conducted to illustrate developmental mathematics and experimental testing and guidance programs. Three decisions were made at the conclusion of the conference: (1) there should be a follow-up conference, (2) a

national center for data about programs for the disadvantaged should be established, and (3) there should be a permanent association concerned with assisting high risk students. Also included in these proceedings are a summary of responses to a questionnaire by participating registrants and discussions on: (1) the need for commitment to high risk education, (2) communication difficulties encountered by the educationally disadvantaged, (3) problems surrounding financing instructional hardware and other grantsmanship concerns, and (4) program planning requirements. (AL)

ED 060 842

Delgross, George M., Ed.

Accountability in the Community College: Proceedings of the Annual International Summer Institute (2nd, Ontario, August 19-21, 1971).

Lambton Coll. of Applied Arts and Technology, Ontario; Saint Clair County Community Coll., Port Huron, Mich.

Pub Date 71

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Education, *Educational Accountability, Educational Finance, Educational Objectives, Faculty Evaluation, *Junior Colleges, *Performance Contracts, Performance Criteria, *Personnel Evaluation Identifiers—Canada, England

The proceedings of this institute, focusing on the opportunities and implications of accountability in community college education, include the eight papers presented as well as the speeches of the four keynote speakers. Several themes and ideas about accountability recur in the papers including the basic questions of "accountability to whom?" and "accountability for what purpose?" Accountability at all levels—local, state and provincial, and national—were discussed, as well as "performance evaluation" of college personnel. The necessity of determining specific learning objectives was mentioned as a method of accountability to students and to the public as well as a method of faculty evaluation. Two speakers described the specific management practices used to improve accountability in their colleges, while two other papers concerned accountability in Canada and England. (LP)

ED 060 843

Landini, Albert J.

Index of Effort: An Analytical Model for Evaluating and Re-Directing Student Recruitment Activities for a Local Community College.

Pub Date Apr 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Census Figures, *College Bound Students, *Evaluation Methods, *High School Students, *Junior Colleges, *Models, Predictor Variables

This index of effort is proposed as a means by which those in charge of student recruitment activities at community colleges can be sure that their efforts are being directed toward all of the appropriate population. The index is an analytical model based on the concept of socio-economic profiles, using small area 1970 census data, and is the primary means for evaluating recruitment efforts. The six steps for implementing the model are: (1) determine high school seniors' educational aspirations and home addresses; (2) assign appropriate census tract or census block numbers to the high school students' records; (3) add 1970 census data to the student file; (4) analyze data to determine items acting as predictors of educational aspiration; (5) assign educational aspiration scores to all census tracts or blocks in the study area; and (6) validate the model using random testing procedures. The methodology associated with this model and the use of computer mapping as a means of presenting the results to a decision maker are discussed. (AL)

ED 060 844

Banister, Richard E.

Personnel Departments in the Multi-Campus Community College Districts.

San Diego Junior Coll. District, Calif.

Pub Date 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Employment Practices, *Junior Colleges, *Mul-

ticampus Districts, *Nonprofessional Personnel, Personnel, *Personnel Policy, Personnel Selection, Surveys

This report presents the results of a descriptive survey of personnel departments in the ten largest multi-campus community college districts in California. Topics such as department organization, classified personnel systems, employment of classified staff including testing, ranking and selecting candidates, affirmative action programs, employee classification policies, recruitment activities, data processing procedures, and a checklist of departmental responsibilities are discussed and comparisons made among the districts. (AL)

ED 060 845

Tarrant County Junior College: Its Economic Impact in Its Service Area.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Pub Date Apr 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Benefits, Community Change, *Community Development, *Economic Factors, Educational Economics, *Junior Colleges, Questionnaires, *School Community Relationship, Socioeconomic Background Identifiers—*Texas

The purpose of this study was to determine the effects—both economic and educational—of Tarrant County Junior College (TCJC) on the community around it. The study, conducted in 1969-70, involved all students and employees of the college (the questionnaires used are included as appendices of this study). Direct economic influences on the area include: (1) TCJC students spent more than \$35 million a year on food, clothing, shelter, transportation, and entertainment; (2) full-time employees and spouses earned over \$7.5 million of which at least 80% of the net was spent in the county; (3) architectural and construction firms in the county have been paid about \$21 million by the college; and (4) TCJC annually spends about \$1.5 million for goods and services to county manufacturing, service, and sales organizations. Charts and tables detailing these and other direct economic influences are included. In addition, there are many indirect economic influences of the college such as providing the employment sector with better-trained people, however, such influences are only suggested by this study. (Author/LP)

ED 060 846

Anderson, Kenneth E. And Others

[Kansas Master Planning Commission Reports.]

Pub Date 72

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 6, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Followup Studies, Graduate Surveys, *Junior Colleges, *Questionnaires, Self Concept Tests, *Self Evaluation, Student Attitudes, *Student Characteristics, Transfer Students Identifiers—*Kansas

The 1970 Kansas Legislature created a Master Planning Commission on Postsecondary Education. A major charge of the Commission was to determine what the optimum role, financial structure, and school organization should be for (1) community junior colleges offering one or more of the following educational programs: 2-year general, terminal, technical, occupational, and transfer courses; and (2) vocational education schools offering general, occupational, vocational, and technical programs. Three studies were conducted within this frame of reference: (1) a study of June 1970 Kansas community junior college graduates to determine their evaluation of their junior college experience and an indication of their current status and future plans; (2) a comparison of the background and self-evaluation of four groups of junior college students (categorized on the basis of their length of attendance at the junior college and whether or not they transferred to a 4-year college); and (3) a comparison of junior college students and vocational-technical students in terms of their background and self-evaluation. The last two studies include separate analyses for male and female students. Copies of the questionnaires are appended. (AL)

ED 060 847 JC 720 091
Brightman, Richard W.
Coast's Practitioners Review Computer Assisted Instruction.

Coast Community Coll. District, Costa Mesa, Calif.

Pub Date May 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Cost Effectiveness, Educational Technology, Instructional Media, *Instructional Technology, *Junior Colleges, Programed Instruction, *Teacher Attitudes

A review of the literature concerning computer assisted instruction (CAI) yielded 23 assertions of the value of CAI as an instructional technique. Sixty-seven faculty members in two community colleges who have had opportunities to use CAI were surveyed as to their agreement or disagreement with each assertion. The faculty responses showed widespread agreement with all 23 assertions with a few differences of opinion appearing between faculty members teaching technical and those teaching non-technical subjects. Comments made by the respondents suggest a need for data file access for CAI purposes and that alternative instructional systems may be more effective than CAI in realizing some of the assertions. The author recommends that considerably more research is needed to compare the relative costs of CAI and to assess whether or not its increased effectiveness, if any, is justified. (Author/LP)

ED 060 848 JC 720 092

Koos, Leonard V.

Needed Research Concerning the Community College Student.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Apr 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), *Curricular Activities, *College High School Cooperation, Educational Research, *Junior Colleges, *Junior College Students, *Research Needs, *Student College Relationship, Students

As a result of compiling a recent comprehensive review of information on community college students, the author of this paper identifies areas where further research is needed. First, community colleges should be acquainted with who is not attending college. Knowledge of the needs and interests of potential students is necessary for program planning and for estimates of future enrollment. A second area of major importance for research concerns the impact of the community college on its students. Here, longitudinal studies of student attitudes, values and maturation levels are needed. The third area is the recreational activities and interests of community college students and of later adolescents generally; this would include all leisure time activities such as television viewing and reading habits. Lastly, research is needed to cast light on the "linkages" between high schools and community colleges such as coordinated guidance and testing programs, and the impact of these linkage arrangements on students. (LP)

ED 060 849 JC 720 093

Hudson, Bennett Wattenbarger, James L.

Collective Bargaining in Higher Education: A Selected, Annotated Bibliography.

Center for State and Regional Leadership, Florida; Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Apr 72

Note—17p.

Descriptors—*Annotated Bibliographies, *Collective Bargaining, *Collective Negotiation, *Higher Education, *Junior Colleges

The literature presented in this annotated bibliography includes recent writings on professional negotiations in higher education found in text material and periodical literature. The references are presented in four sections: professional negotiations in general, the role of the administrator in professional negotiations, unions and professional associations, and strikes and sanctions. (AL)

ED 060 850 JC 720 094

Gilley, J. Wade

Evaluation and Motivation of Community College Personnel.

Center for State and Regional Leadership, Florida; Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date May 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Methods, Faculty Evaluation, Institutional Role, *Junior Colleges, Merit Rating Programs, Models, Motivation, *Performance Criteria, *Teacher Evaluation, *Teacher Motivation

This report deals with evaluating and motivating community college personnel. Following a discussion of the need for evaluation, a number of evaluation theories and practices are presented: rating systems, predictors of effectiveness, student evaluation, direct measurement, and merit salary increases. The author then describes a theory of motivation and evaluation as a base for his performance evaluation model, which has four stages: a plan, institutional objectives, individual objectives, and actual evaluation. Five recommendations suggested for implementing a statewide plan of institutional evaluation and personnel motivation are: (1) development of institutional objectives; (2) description of the evaluation purpose as product improvement; (3) clarification of instructor responsibilities; (4) individualization of faculty evaluation; and (5) development of long and short range objectives for individual commitment to the institution and evaluation development. (AL)

LI

ED 060 851

LI 003 287

Harrigan, Joan

Library Accountability.

Pub Date 71

Note—43p.; (30 References); Paper presented to the faculty of the Graduate School of Librarianship, University of Denver

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Libraries, *Library Education, Library Planning, *Library Programs, *Management, *Objectives

Identifiers—*Library Accountability

It is the contention of this paper that libraries are accountable and that library performance can be measured under the accountability concept. Accountability includes three aspects: (1) basic principles, (2) performance objectives and (3) educational engineering. In order to explore this position, the following topics are dealt with in this paper: (1) What are the basic principles of educational accountability? (2) How do these principles apply to library accountability? (3) What are performance objectives in the educational context? (4) How do performance objectives apply to library programs? (5) How does Lessinger's concept of educational engineering relate to library management? (6) Example of the use of a specific library performance objective and (7) Conclusion. Library accountability is a challenge which must be faced if libraries are to continue to receive public support. With effective planning and management, it is now possible to measure some aspects of library performance in terms of direct benefit as perceived by the individual user. (Author/NH)

ED 060 852

LI 003 495

Croghan, Antony

A Short Code of Rules for Author, Title and Descriptive Cataloguing with Explanations and Examples.

Pub Date 71

Note—100p.; (4 References)

Available from—Coburn Publications, 2 Queen Elizabeth Walk, London, N.16, England

Document Not Available from EDRS.

Descriptors—*Authors, *Cataloging, Guidelines, Indexes (Locators), *Library Technical Processes

Identifiers—*Anglo American Cataloging Rules

The intention behind this work is to produce a short, general cataloging code for author, title, and descriptive cataloging for people who do not have any special skill in the use of such code. The rules are designed for works of conventional form published in the English language. The conditions that they govern are the standard problems of author/title cataloging; only the most obvious exceptions are dealt with. The code is

based upon the principles of the Anglo American Cataloging Rules with the main entry being under the name of the author. (Author/SJ)

ED 060 853

LI 003 496

Bunge, Charles A.

Library Cooperation for the Madison Area; A Survey with Recommendations.

Wisconsin Univ., Madison. Library School.

Pub Date Jun 69

Note—70p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Needs, Libraries, Library Collections, *Library Cooperation, *Library Networks, Library Surveys

Identifiers—*Madison, Wisconsin

Library users, resources and staff members of the Madison, Wisconsin area (Dane County) libraries were surveyed to answer these four questions: (1) What demands for informational services are being made on local libraries that they are unable to meet, or are met with difficulty? (2) What information resources are held and what is their accessibility to various user groups? (3) Which of the unserved needs for information could or should be met through cooperation among different types of libraries? and (4) What interlibrary cooperation activities and projects might serve these needs? The three surveys are discussed and results are reported. Recommendations for cooperative library programs are presented based on the survey results. (SJ)

ED 060 854

LI 003 518

Proceedings of the Full Board Meeting (Orleans, France, July 1971).

International Council of Scientific Unions, Paris (France). Abstracting Board.

Pub Date Jul 71

Note—194p.; (10 References)

Available from—International Council of Scientific Unions, 17 rue Mirabeau, Paris 16e, France (\$17.40)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Abstracting, Conference Reports, *Indexing, *Information Services, Marketing, Publications, *Publishing Industry, Technical Reports

Identifiers—Scientific and Technical Information

The 1971 General Assembly and full board meetings of the International Council of Scientific Unions Abstracting Board (ICSU AB) were held in July at Orleans, France. This volume is the published proceedings of those meetings. The first part of the Proceedings is a detailed description of the activities of the Board. The second part records the most recent developments in the activities of the ICSU AB Members, in particular Member Services (the largest Abstracting and Indexing Services all over the world) and Member Unions, in all aspects of scientific and technical information. The third part comprises reports from the most important international organizations active in scientific and technical information. In the fourth part the proceedings of a special session with representatives of primary publications and devoted to the development of closer cooperation between primary and secondary publications are recorded. Finally the fifth part is an outline of another special session which was devoted to an interchange of views about marketing of secondary information services. This publication represents an up-to-date overview of the most recent developments in scientific and technical information worldwide. (Author/SJ)

ED 060 855

LI 003 519

Lorenzi, Nancy Pings, Vern M.

Kentucky Hospital Health Science Libraries: A Potential Base for the Establishment of a Biomedical Communication Network.

Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Pub Date Jan 72

Note—14p.; (2 References); Papers and Reports

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Hospitals, Information Networks, Institution Libraries, *Library Services, Library Surveys, *Medical Libraries

A survey of 105 Kentucky and Indiana hospitals was made to determine the extent and quality of library service available under the auspices of the Ohio Valley Regional Medical

Program. Summary data on the 60 hospitals with libraries are reported here with the objective of examining the capability of these institutions as a group to participate in the formation of a Biomedical Communications Network as proposed by the National Library of Medicine. Although the data from an academic librarian's viewpoint indicate that few hospitals have a dependable library service, the more optimistic view is that a base-line has been established from which to make assessments in the future for improved hospital health science libraries. From the data presented many obvious technical improvements could be suggested; however, the more important conclusion to be reached from this survey is the need for establishing some value system on which to base priorities and to establish goals for improvement. (Author)

ED 060 856 LI 003 520

Shishko, Robert. Raffel, Jeffrey.
Centralization Versus Decentralization: A Location Analysis Approach for Librarians.
Report No.—P-4687

Pub Date Aug 71

Note—24p.:(6 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Centralization, *College Libraries, *Decentralized Library Systems, *Site Analysis, Special Libraries, *University Libraries

One of the questions that seems to perplex many university and special librarians is whether to move in the direction of centralizing or decentralizing the library's collections and facilities. Presented is a theoretical approach, employing location theory, to the library centralization-decentralization question. Location theory allows the analyst to examine economies of scale and the cost of overcoming distance simultaneously to determine the optimal location and size of university libraries for a given level of services. Specific applications for the Massachusetts Institute of Technology (M.I.T.) library system are discussed. (Author/SJ)

ED 060 857 LI 003 521

Marples, D. L. Knell, K. A.
Circulation and Library Design: The Influence of 'Movement' on the Layout of Libraries.
Cambridge Univ. (England). King's Coll.

Pub Date Feb 71

Note—12p.:(1 Reference); Prepared in the Engineering Department

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acoustical Environment, *Human Engineering, Interior Design, Libraries, *Library Facilities, *Library Planning, Space Utilization

Identifiers—*Floor Plans

The movement of people in a library is inevitably noisy and also creates a visual distraction for the reader. If the provision of quiet areas where readers can work undisturbed is an important criterion of library design, the traffic patterns generated in a library by the disposition of the various facilities - stacks, periodicals, reference books, catalogs, staff, browsing accommodation and areas for study - should be one of the main determinations of the layout. A reasonable reference from most existing layouts is that designers have been too concerned about the general appearance of the library and insufficiently concerned to isolate serious readers from the disturbance caused by all the other activities. With this in mind the authors present five alternative floor plans which are designed to separate serious readers from the general flow of library traffic. (Author/SJ)

ED 060 858 LI 003 522

Creation of Machine Readable Catalog Entries; An Adaptation of the "Data Preparation Manual: MARC Editors".

Ohio Coll. Library Center, Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 71

Contract—OEC-0-70-2289(506)

Note—72p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, *Data Processing, *Library Automation, Library Technical Processes, Manuals, *On Line Systems
Identifiers—*Machine Readable Cataloging, MARC

The purpose of this manual is to specify the additional steps required in the data collection

process to prepare bibliographic data for conversion into machine-readable form. It is designed to aid catalogers in preparing catalog entries in machine readable form for the on-line cataloging system of the Ohio College Library Center. The rules for data preparation for compatibility with an on-line system are presented, and are based upon "Data Preparation Manual: MARC Editors" (MARC Manual, Vol 2). (SJ)

ED 060 859 LI 003 523

Roseberry, Cecil R.

For the Government and People of This State; A History of the New York State Library.

New York State Library, Albany. Library Extension Div.

Pub Date 70

Note—122p.:(44 References)

Available from—Gifts, and Exchange Section, New York State Library, State Education Dept., Albany, N.Y. 12224 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*History, Librarians, Libraries, Library Facilities, *State Libraries
Identifiers—*New York State Library

The history of the New York State Library is traced from its inception on 1818 to the present, and includes a picture and mention of the future home of the library, the Cultural Center which is scheduled for completion in 1972. The narrative history is accompanied by various photographic illustrations. (SJ)

ED 060 860 LI 003 524

Documentation Research and Training Centre Annual Seminar 9. Part 1: Papers: Abstracting, Indexing, and Reviewing Periodicals. Pattern of Use of Documents by Specialists. Comparative Study of Schemes for Library Classification.

Documentation Research and Training Centre, Bangalore (India).

Pub Date 71

Note—554p.:(120 References)

Available from—Documentation Research and Training Centre, 112 Cross Road 11, Malleswaram, Bangalore 3, India

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Abstracting, Cataloging, *Classification, Conference Reports, Documentation, *Indexing, *Information Utilization, Library Technical Processes, Periodicals, *Research Projects, Use Studies

Presented are the proceedings of the annual seminar (1971) of the Documentation Research and Training Centre (DRTC), Indian Statistical Institute. The text of 26 reports appears under the following major section headings: (1) Abstracting, indexing and reviewing periodicals; (2) Pattern of use of documents by specialists; (3) Comparative Study of schemes for library classification; and (4) DRTC Research Cell: Report for 1971. (SJ)

ED 060 861 LI 003 525

Korfhage, Robert R. And Others

Graph Models for Library Information Networks.

Southern Methodist Univ., Dallas, Tex. Computer Science/Operations Research Center.

Report No.—TR-CP-710013

Pub Date Aug 71

Note—33p.:(4 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Electronic Data Processing, *Information Networks, Library Automation, *Library Networks, *Library Services, *Models, *Public Libraries, Theories

Identifiers—PLAN, *Public Library Access Network

The design and study of library information networks are enhanced by the use of the concepts which have been developed by graph theorists. In this paper this theme is expanded upon, proposing a general network structure which is believed to be a good model for a wide variety of library and other information networks. The basic concepts from graph theory are illustrated with the aid of a hypothetical Public Library Access Network (PLAN). (Author)

ED 060 862 LI 003 526

Nance, Richard E. And Others

Information Networks: Definitions and Message Transfer Models.

Southern Methodist Univ., Dallas, Tex. Computer Science/Operations Research Center.

Report No.—TR-CP-710011

Pub Date Jul 71

Note—29p.:(9 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Definitions, *Electronic Data Processing, *Information Networks, *Models, Theories

Identifiers—*Information Transfer

A mathematical definition of an information network is constructed with the purpose of developing a theory useful in answering practical questions concerning information transfer. An information network includes: (1) users, (2) information resources, (3) information centers, and (4) the total information transfer structure linking (1), (2), and (3). Emphasis is placed on the message transfer structure, as distinguished from the document transfer structure, to identify some basic network configurations. Any message transfer structure is shown in graph theory concepts to be either isomorphic or nonisomorphic. Among the isomorphic structures, the cyclic and decentralized networks are defined. The strictly hierarchical network is also defined, and the 2-regular network, reflected in the ARPA design, is identified. Measures of network structure, in particular the accessibility and flexibility in message transfer, are developed. These measures for the basic structures are used to characterize more general structures. While some comparisons of message transfer structures can be made, development of more comprehensive measures is a necessity. (Author)

ED 060 863 LI 003 527

Bhat, U. Narayan And Others

Information Networks: A Probabilistic Model for Hierarchical Message Transfer.

Southern Methodist Univ., Dallas, Tex. Computer Science/Operations Research Center.

Report No.—TR-CP-710023

Pub Date Nov 71

Note—20p.:(9 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Costs, *Electronic Data Processing, *Information Networks, *Models, Theories

Identifiers—*Information Transfer

A strictly hierarchical message transfer scheme requires that a message follow a specified referral path unless finally it is either rejected or filled at any one of the information centers of the network. Thus at each node in the network three decisions can be made: satisfy, reject or refer the message to the succeeding node in the hierarchy. Associating probabilities and costs with each of these decisions, we develop a Markovian model for the total network cost. The mean and variance of total cost are derived. Applicability of the model is discussed by considering the problems related to the estimation of necessary parameters. In particular, a queue theoretic model is developed for estimating response time for a message at an information center. (Author)

ED 060 864 LI 003 528

Nance, Richard E. Crouch, Carolyn J.

A Functional Representation of a Generalized Information Storage and Retrieval System.

Southern Methodist Univ., Dallas, Tex. Computer Science/Operations Research Center.

Report No.—TR-CP-72006

Pub Date Feb 72

Note—35p.:(18 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Electronic Data Processing, *Information Networks, *Information Retrieval, *Information Storage, Information Systems, *Models

A model of a generalized information storage and retrieval system is proposed. The model consists of six subsystems (or blocks): logical processor, selector, descriptor, file, locator, document file, and analysis block. These subsystems function in a partial environment defined by the user and data blocks. Proceeding from a verbal description, a functional representation of each subsystem is developed. The functional representation describes not only what is done but also, to some degree, how tasks are accomplished within each subsystem. An immediate result of the functional representation is the definition of a metalanguage for identifying some necessary characteristics of higher level languages used in the implementation of information storage and retrieval systems. (Author)

ED 060 865 LI 003 529

Lawrence, D. E., Ed. Fenwick, P. M., Ed.
Data Acquisition and Real-Time Systems.

Australian National Univ., Canberra.

Pub Date 71

Note—172p.:(53 References) Prepared in the Computer Centre

Available from—International Scholarly Book Services, Inc. P.O. Box 4347, Portland, Oregon 97208 (\$3.30)

Document Not Available from EDRS.

Descriptors—Computer Programs, *Computers, *Data Collection, *Electronic Data Processing, Information Networks, *Information Systems, Input Output Devices, *On Line Systems, Programming

Identifiers—Australia, *Computer Software

The first group of papers starts with a tutorial paper which surveys the methods used in data acquisition systems. Other papers in this group describe: (1) some problems involved in the computer acquisition of high-speed randomly-occurring data and the protection of this data from accidental corruption, (2) an input/output bus to allow an IBM 360/50 to handle specialized small peripheral devices and (3) a system which uses post office lines to link computing centers in four states to a central installation. The next group of three papers discusses programming problems. This is followed by two papers dealing with the processing of data which is primarily pictorial in form. The use of computers in control applications is discussed in the tutorial paper which introduces the last group of papers. An interesting feature of the papers is the extent to which high-level languages are used in areas which are normally regarded as the domain of the assembler language programmer. (Author/NH)

ED 060 866

LI 003 530

Data Element Definitions for Secondary Services. Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Jun 71

Note—11p.:(0 References)

Available from—National Federation of Science Abstracting and Indexing Services, 2102 Arch Street, Philadelphia, Pennsylvania 19103

Document Not Available from EDRS.

Descriptors—*Bibliographic Citations, *Data Processing, *Electronic Data Processing, *Information Services, *Standards

Identifiers—Scientific and Technical Information, *Secondary Services

The results of the efforts of the National Federation of Science Abstracting and Indexing Services (NFAIS) Bibliographic Citation Committee (BCC) Working Group on Data Element Definition are reported. The report contains a recommended uniform approach to the handling of bibliographic data elements. The approach is an amalgam of current practices reported by the NFAIS Member Services represented in the BCC. The recommended list of elements was distilled from the various contents of manual and machine bibliographic records reported. For the sake of simplicity, the universe of inquiry was limited in at least three ways. The elements were restricted to those used to describe a small set of bibliographic items. The items which appeared as published prices were assumed to be identical to the items referred to by a logical record in a computer. In addition, the theoretical possibilities suggested by placing the data elements as well as their interrelations and groupings into computer-based environments were not explored. The report is in two parts: part one is a matrix which identifies the data elements for seven types of publications, part two lists definitions for the elements. (Author/NH)

ED 060 867

LI 003 531

National Federation of Science Abstracting and Indexing Services; 1971 Annual Meeting Digest (Washington, D.C., February 22-24, 1971).

National Federation of Science Abstracting and Indexing Service, Philadelphia, Pa.

Pub Date 71

Note—63p.:(10 References)

Available from—National Federation of Science Abstracting and Indexing Services, 2102 Arch Street, Philadelphia, Pennsylvania 19103 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Abstracting, Conference Reports, *Electronic Data Processing, *Indexing, Information Networks, *Information Services

Identifiers—*Secondary Services

The only paper printed in full in this digest is the Miles Conrad Memorial Lecture given by Dr. Burton W. Adkinson entitled: "After Organiza-

tion X - What Next?" Dr. Adkinson reviews a national plan for abstracting and indexing services proposed by Robert Heller and Associates in the early sixties, in the light of the current requirements for abstracting and indexing services in the 1970's. Abstracts or summaries of papers concerning: (1) future interfaces of primary and secondary services, (2) cooperative studies of secondary services, (3) special interest session on standard data elements and formats, (4) special interest session on photocopying and computer typesetting and (5) special interest session on Cinderella of Indexing (author indexing) are included. The registrants at the conference are listed. (Author/NH)

ED 060 868

LI 003 533

Goldhor, Herbert

The Effect of Prime Display Location on Public Library Circulation of Selected Adult Titles.

Pub Date 72

Note—41p.:(11 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adults, *Books, *Library Circulation, *Library Materials, Library Research, *Public Libraries

Identifiers—*Illinois

A study of the effects on public library circulation of putting a group of selected adult titles in a prime physical location is reported. It is hypothesized that public library circulation of these titles will be significantly greater when they are collected and placed in a prime location than when they are scattered on the shelves of even an open stack collection. The data for this study were collected over a 12 month period in the public libraries of Champaign and Urbana, Illinois. Phase one of the study (November 1, 1969, to April 30, 1970) was conducted simultaneously in both public libraries, and insofar as possible in the same manner. Phase two covered the six months from May 1, 1970, to October 31, 1970. The only intended difference between the two phases is that in phase two the Champaign library placed all adult copies of the titles in question on a book display rack just inside the door of the library and near the circulation desk. The circulation of the selected books in Champaign was found to be markedly higher in phase two than what it was in phase one, or in either phase one or phase two in Urbana. (Author/NH)

ED 060 869

LI 003 534

Message from the President of the United States Transmitting the Universal Copyright Convention as Revised at Paris on July 24, 1971, Together with Two Related Protocols.

Congress of the U.S., Washington, D.C. Senate; Executive Office of the President, Washington, D.C.

Pub Date 72

Note—67p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Copyrights, *International Organizations, *International Programs, *Laws

Identifiers—*Universal Copyright Convention

The basic purpose behind the Paris Conference was to satisfy the practical needs of developing countries for ready access to educational, scientific, and technical works, without weakening the structure and scope of copyright protection offered by developed countries under both the Universal Copyright Convention and the Berne Convention. This document is a copy of the one sent to the Senate for ratification. (NH)

ED 060 870

LI 003 535

Riggs, Neil R., Ed.

The Climate of Book Selection: The Art of the Possible; Proceedings of a Workshop. Oregon State Library, Salem.

Pub Date 71

Note—37p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Books, *Censorship, *Fiction, Librarians, *Library Material Selection, *Public Libraries, Workshops

Identifiers—*Oregon

Social change in the 1960's has created a new climate for literary expression in the coming years. In order to emphasize the change in reading taste, and the corresponding change in writing fiction, the Oregon State Library sponsored a workshop dealing with book selection in this new era. Many communities in Oregon are conservative in their attitude toward appropriateness of materials in public libraries. This heightened the

need to bring to the attention of librarians in small communities their role of leadership in cultural affairs and to develop a sense of responsibility to consider the "problem" book. The publication of the report of the President's Commission on Obscenity and Pornography made this an auspicious time to consider the problem. Much has been written on censorship, intellectual freedom and librarians' responsibilities in these matters. Therefore, the emphasis of the workshop was on reading examples of current fiction and discussion of specific works on their merits in relation to the philosophical concepts that were generally known. An attempt was made to bring librarians attitudes toward the contemporary novel out into the open for criticism or justification. (Author)

ED 060 871

LI 003 537

Franklin, Ann York

A Study of the National Library Standards Showing the Increased Emphasis on Audiovisuals and the Effect on Library Science Education and State Certification Requirements.

Pub Date 71

Note—112p.:(135 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audiovisual Aids, Certification, *Instructional Materials Centers, Librarians, *Library Education, *Library Standards, Media Specialists, *School Libraries

Identifiers—*Nonbook Materials

The purpose of this paper is to study the effect of the national library standards, beginning with a synopsis of the 1945 version up to the latest revision of 1969, and to show how the addition of audiovisuals, or non-print materials, has affected the connotation of the library or librarian. The definition or explanation of the library becomes more complex and the needed educational requirements of the school librarian have increased enormously. Requirements have been expanded to include knowledge in three basic fields: library science, professional education and audiovisuals — yet at the same time highly specialized as to subject, level and type. One section of the paper includes certification requirements for school librarians as received from each State Department of Education. Comparison of requirements in each state plus studies relating to past and present education of school librarians have produced several suggestions in the final section. Hopefully a unifying effect from the colleges and universities, national associations, and the State Departments of Education can achieve the highest standards available for tomorrow's school librarian-media specialist and audiovisual specialist. (Author/NH)

ED 060 872

LI 003 538

Libraries and Information Technology: A National System Challenge: A Report to the Council on Library Resources, Inc.

National Academy of Sciences, Washington, D. C. Information Systems Panel.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 72

Note—95p.:(55 References)

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (\$3.25)

Document Not Available from EDRS.

Descriptors—*Computers, *Cost Effectiveness, *Information Systems, *Library Automation, *National Programs

A study of the applications of computer to libraries and information systems carried out with the support of the Council on Library Resources is reported. The report presents recommendations derived from the synthesis of facts, views, and opinions obtained from sources such as: visits to selected projects and installations, published and private information, and discussions with individuals. In addition to the observations and recommendations, the report directs attention to the initial two findings which point out: (1) The primary bar to development of national level computer-based library and information systems is no longer basically a technology feasibility problem. Rather it is the combination of complex institutional and organizational human-related problems and the inadequate economic/value system associated with these activities; and (2) The quantitative contribution of information to productivity or effectiveness of industry, government, and education is unknown; therefore, the

construction of value/cost analysis is severely hampered. (Author/NH)

ED 060 873 LI 003 539
Patrinostro, Frank S., Comp. Sanders, Nancy P., Ed.

A Survey of Automated Activities in the Libraries of Great Britain and the Commonwealth Countries; Volume 2, World Survey Series.

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 72

Note—93p.;(0 References)

Available from—LARC Association, P.O. Box 27235, Tempe, Arizona 85282 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Computer Programs, *Electronic Data Processing, *Foreign Countries, *Library Automation, Library Surveys, Literature Reviews

Identifiers—*Great Britain

Concerned with identifying computer based library projects in Great Britain and the commonwealth countries, this survey is based primarily on the survey questionnaires, but information was also gathered from extensive research of the literature. This published report of the survey findings is divided into four parts: (1) an analysis of the Library Automation Research and Consulting (LARC) Association survey results, (2) indexes to the survey listing, (3) the survey reports and (4) a detailed review of several automated projects, including a report on a survey of automated activities in British University libraries and a National Libraries automatic data processing (ADP) study. The survey is for the use of those librarians intending to automate and seeking information from those who have implemented similar systems. It should also be useful to funding agencies since it documents the extent of existing automation, and identifies areas where little appears to be going on. Conference planners might find it useful for locating speakers, discussion leaders, etc., outside the well-known and often reported systems. (Author/NH)

ED 060 874 LI 003 540
Urata, Takeo

Assignment Report on Library Banks in Health Institution in Indonesia (Draft).

World Health Organization, Djakarta (Indonesia). Regional Office for South-east Asia.

Report No—Indonesia-0115-E

Pub Date 71

Note—34p.;(14 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developing Nations, *Foreign Countries, Information Needs, *Information Networks, Librarians, Library Collections, *Library Networks, Library Services, Library Surveys, Library Technicians, *Medical Libraries, *National Programs

Identifiers—*Indonesia

The medical library needs of Indonesia were surveyed and recommendations for improving the existing situation are made based on the results of the survey. The survey indicates that: (1) the library collections are out of date and inadequate, (2) there is a need for more and better trained medical librarians and library assistants; (3) there is no modern circulation system for charging out books, (4) generally there is no good coordinated library service between the medical schools and the teaching hospitals and (5) many of the institutions surveyed have no library facilities at all. It is recommended that a Library Development Committee be appointed under the Ministry of Health and that this committee start working out a Master Plan at once. It is further recommended that two library administrators be sent abroad to see: (1) how the modern medical library is organized and managed, (2) how the modern medical library is used for education, research and clinics and (3) how library technology is developing to meet the daily needs. It is highly recommended that the publication and library routine work be mechanized. (Author/NH)

ED 060 875 LI 003 541
Mikhailov, A. I. Giljarevskij, R. S.

An Introductory Course on Informatics/Documentation.

International Federation for Documentation, The Hague (Netherlands).

Report No—FID-481-1971

Pub Date 71

Note—201p.;(100 References), revised and enlarged edition

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands (\$11.90)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Courses, Developing Nations, *Documentation, Guides, *Information Science, *Information Scientists, *Information Seeking, *International Programs

Identifiers—*Scientific and Technical Information

The efficiency of scientific information activities depends on the availability of highly skilled and experienced personnel and on the familiarity of all scientists and engineers with the essentials of information science. In 1963, the International Federation for Documentation (FID) appealed to its member countries to promote the establishment of documentation and scientific information chairs at universities and other institutions of higher learning. Such a chair was set up at the Lomonosov University of Moscow in the academic year 1963/64. One of its purposes is to teach the students basic methods of scientific information work and to make them acquainted with the major tools used in this work. This Guide has been written on the basis of that course. The Guide contains: the text of the lectures, questions for self-checking, tests or examinations, lists of references suggested for further study, curriculum and syllabus of the lectures and practical lessons. The Guide is intended primarily for students in countries still lacking any regular instruction in the discipline, and the initial training of information officers in developing countries. (Author/NH)

ED 060 876 LI 003 542
Roberts, Stephen A.

A Machine Readable Data Base of Social Science Serials.

Bath Univ. of Technology (England). Univ. Library.

Pub Date Nov 71

Note—27p.;(7 References); Design of Information Systems in the Social Sciences, Working Paper 2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Bases, *Design, Electronic Data Processing, Foreign Countries, *Information Systems, *Serials, *Social Sciences

Identifiers—England, *Machine Readable Data

A discussion of one of the main activities of the DISISS (Design of Information Systems in the Social Sciences) project is presented in this working paper. A comprehensive Check List of Social Science Serials (CLOSSS) is being prepared as a basis for bibliometric studies of the primary and secondary literature of the social sciences. The CLOSSS data base will be made machine readable so that a wide range of bibliometric studies can be undertaken using statistical and mathematical techniques. Section 2 of this paper deals with requirements for bibliometric studies. Problems associated with the construction of a machine readable data base are discussed in section 3. Detailed design features and problems of CLOSSS are set down in section 4. Section 5 takes a wider view and looks at CLOSSS in a number of contexts in which a serials data base can make a contribution. Section 6 concludes the discussion giving some general issues which must be resolved before the future development of CLOSSS can be estimated. (Author/NH)

ED 060 877 LI 003 543
DeBuse, Raymond

Interlibrary Access Among the Worcester Area Cooperating Libraries: 1970-71. Part A: Interlibrary Loan and Shuttle.

Worcester Area Cooperating Libraries, Mass.

Pub Date Sep 71

Note—92p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Interlibrary Loans, Libraries, *Library Circulation, *Library Collections, *Library Cooperation, Library Networks

The Worcester Area Cooperating Libraries is a system composed of public, academic and special libraries. In fiscal 1970-71, an expanded interlibrary loan service utilizing a daily shuttle between the participating libraries was implemented. This report describes and analyzes the interlibrary shuttle service, and presents an analysis of the statistics compiled by each of the libraries. The results of a survey designed to show the specific pattern of interlibrary lending and borrowing by each institution as well as the use of the shuttle are reported. The report recommends

future changes and extensions for improvement of the service. (SJ)

ED 060 878 LI 003 545
Wang, Julia

A Study of the Criteria for Book Selection in Communist China's Public Libraries, 1949 - 1964.

Union Research Inst. (Hong Kong).

Pub Date 68

Note—169p.;(120 References); A Masters Thesis presented to the Faculty of the Department of Librarianship, San Jose State College, September 1966, in Partial Fulfillment of Requirements for Degree of Master of Arts

Available from—Union Research Institute, 9 College Road, Kowloon, Hong Kong, China (\$5.00)

Document Not Available from EDRS.

Descriptors—Foreign Countries, History, Library Acquisition, Library Collections, *Library Material Selection, Masters Theses, *Public Libraries

Identifiers—*Communist China

It is the purpose of this study to describe the size and scope of book collections in Communist China's public libraries, and to examine the criteria for book selection in these libraries. The chapters cover: (1) the historical background of Chinese Communist public libraries; (2) library organization - including function, objectives, role and the inter- and intralibrary organizational structure; (3) characteristics of book collections - covering development, scope and type of material; and (4) the criteria for book selection. The criteria for book selection involves the following aspects: function and objective of the library; the book budget; relationship between the library and its community; the nature of the collection; practice of the book selection policy; the responsibility for book selection; book selection sources; and censorship. Each aspect, its part in and influence upon the selection process, is discussed. (SJ)

ED 060 879 LI 003 546
Summary of Proceedings of ASIDIC Meeting

(Arlington Park Towers Hotel, Arlington Heights, Illinois, September 26-28, 1971).

Association of Scientific Information Dissemination Centers.

Pub Date 71

Note—28p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Copyrights, Data Bases, Financial Policy, *Information Centers, *Information Dissemination, Information Services, *Information Sources, *Information Storage, Interaction, Quality Control

Identifiers—ASIDIC, *Association Scientific Information Dissemination

The 1971 semi-annual ASIDIC (Association of Scientific Information Dissemination Centers) meeting held in Chicago was designed as a working session in which the topics of most concern to the member organizations could be discussed in detail. This report is a summary of those discussions. The broad topic headings for discussion were: (1) Interactions between data base suppliers and processing centers; (2) Status reports from each of the participating centers; (3) Committee reports; and (4) Recommendations to tape suppliers on pricing structures for data bases, data rights and copyright statements, quality control, data base backup and educational and marketing resources. (SJ)

ED 060 880 LI 003 547

Dunstan, Douglas Warwick

Barossa Library Study; An Examination of the Barossa Valley Public Library in Its Regional Context in South Australia With Recommendations for Future Development.

Barossa Valley Public Library, Adelaide (Australia).

Spons Agency—Angaston Valley Public Library, Adelaide, (Australia); Tanunda District Council (Australia).

Pub Date 70

Note—101p.;(6 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Foreign Countries, History, *Library Planning, *Library Services, Library Surveys, *Public Libraries, Regional Libraries

Identifiers—*Australia

Public library service in the Barossa region of southern Australia is surveyed with a view to considering the form and implementation of future

policies. The region is briefly described and a history of its public libraries and library services is provided. Present library services are analyzed and suggestions made for improvement. For better library service in the future, the author outlines a plan for the regional development of libraries, and notes the place of Barossa libraries in a state library system. (SJ)

ED 060 881 LI 003 548

Jahoda, G. Foos, Ferol A.

The Use of an On-Line Searched and Printed

Coordinate Index in Teaching.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Arlington, Va.

Report No.—TM-40

Pub Date 30 Jul 71

Note—62p. (2 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automatic Indexing, *Computer Assisted Instruction, *Coordinate Indexes, Indexing, Library Automation, *Library Education, *On Line Systems

An indexing system to 1850 documents on library automation, systems studies in libraries, and indexing systems was developed for use in instruction and research. The indexing system consists of an on-line searched coordinate index, a printed coordinate index, a subject authority list, an abstract bulletin containing the 1850 documents in the index, computer-assisted instruction for index preparation, and searching, and a programmed text for teaching index preparation. The system has been used for instruction of graduate library school students in index preparation, searching, and evaluation. (Author)

ED 060 882 LI 003 549

Croghan, Antony

A Manual on the Construction of an Indexing Language Using Educational Technology as an Example.

Pub Date 71

Note—68p. (0 References)

Available from—Coburn Publications, 2 Queen Elizabeth Walk, London, N. 16, Great Britain (\$5.00)

Document Not Available from EDRS.

Descriptors—*Automatic Indexing, *Classification, *Educational Technology, Language, Library Materials, Library Technical Processes, Manuals, Subject Index Terms, Thesauri

The aim of this manual is to describe a method for the construction of an indexing language or languages. It is intended to be a practical work, though it is based upon the theory of Faceted Classification. The method used is to construct a faceted classification based upon an analysis of the literature to be indexed. This becomes the basic language which may then be used to provide a pre-co-ordinate classification or subject headings or a language for post co-ordinate indexing or any combination of these that may be needed. The methods of making these are described and an example is given of every stage in the process using for the example the subject of educational technology. (Author/SJ)

ED 060 883 LI 003 550

Epstein, A. H. And Others

Bibliographic Automation of Large Library Operations Using a Time-Sharing System: Phase II, Part 1 (July 1970 - June 1971). Final Report.

Stanford Univ., Calif. Libraries.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Bureau No.—BR-7-1145

Pub Date Feb 72

Grant—OEG-0-70-2262

Note—287p. (35 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Information Processing, *Information Systems, *Library Automation, Library Cooperation, Library Networks, *Library Technical Processes, Man Machine Systems, *Time Sharing, University Libraries

Identifiers—BALLOTS, *Bibliographic Automation Large Library Operations

The main objectives of Project BALLOTS (Bibliographic Automation of Large Library Operations Using a Time-Sharing System) are to control rising technical processing costs and, at the same time, to provide improved levels of ser-

vice. This report on BALLOTS Phase II is concerned with the development and implementation of the production library automation system - the system that will support the day-to-day operations of the library. The report is divided into four parts. Chapter 1 gives some background for the report and summarizes the nature of the BALLOTS system, as well as its status at the end of the reporting period (June 1971). Chapter 2 describes development progress in two different areas: the bibliographic services and system design as seen by the user; and the software and hardware design to support these services (including video terminal selection and screen design). Chapter 3 describes the major standards and analytic studies completed during the design. Each of these standards or studies became a part of the design, or had a substantial effect on the user, hardware, or software design described in Chapter 2. Chapter 4 describes the activities currently under way (following the reporting period) and future plans. (BALLOTS Phase I Final Report is available as ED 049 786) (Author/SJ)

ED 060 884 LI 003 551

Benford, John Q.

Student Library Resource Requirements in Philadelphia, Phase IV. Progress Report Covering Phase IV, June 15, 1971 - December 14, 1971.

Philadelphia School District, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-8-0519

Pub Date Feb 72

Grant—OEG-0-080519-4594(095)

Note—16p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Demonstration Centers, Information Dissemination, *Information Sources, Library Cooperation, Program Development, Program Evaluation, *Resource Centers

This progress report covers Project activities and accomplishments during the first six months (June 15 - December 14, 1971) of Phase IV of the Philadelphia Student Library Resources Project. A selected group of Project materials - Demonstration Center plans, evaluation design, program outlines, Community Advisory Board materials, and information dissemination items - have been bound under separate cover in a special Supplement to the report. (Available as LI 003552). The overriding purposes of Phase IV have been (1) to establish, with the collaboration of school and public library organizations and one inner city community in Philadelphia, a student learning center demonstration, and to begin its operation and evaluation; and (2) to expand the well-established interagency planning mechanism into other areas of high priority need, with careful documentation of both major undertakings for adoption or adaptation by other communities and organizations. (Author)

ED 060 885 LI 003 552

Benford, John Q.

Student Library Resource Requirements in Philadelphia; Supplement to Progress Report Covering Phase IV, June 15, 1971 - December 14, 1971.

Philadelphia School District, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-8-0519

Pub Date Feb 72

Grant—OEG-0-8-080519-4594(095)

Note—198p. (0 References) Selected materials covering joint planning and development of a student learning center demonstration

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Involvement, *Demonstration Centers, Evaluation Methods, Facility Case Studies, Information Dissemination, Objectives, Program Descriptions, *Resource Centers

This supplement to the progress report of Phase IV of the Philadelphia Student Library Resources Project contains the following information: (1) Outline of major tasks, (2) Objectives for the demonstration center, (3) Sample program outlines of the center, (4) Evaluation design of the center, (5) Community profile and survey, (6) Community advisory board activities, (7) The facility and (8) Dissemination of information about the center. (The Progress Report is available as LI 003551). (SJ)

ED 060 886

Scott, Dwain Lewis

Intellectual Freedom in Kansas High School Media Centers.

Pub Date Apr 72

Note—80p. (49 References); A research project presented to the Department of Librarianship, Kansas State Teachers College, in partial fulfillment of Requirements...Master in Library Science

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*High Schools, *Instructional Materials Centers, *Library Collections, *Library Material Selection, *Media Specialists, Surveys

Identifiers—Intellectual Freedom, *Kansas

To quantify specified relevant items in Kansas secondary school media centers, use of professional selection aids, and authoritarianism tendency of media specialists, a research survey was conducted among a sample of seventy individuals from a population of ninety-five qualified Kansas school media specialists. Item responses were tabulated and tested at the .05 level of confidence by performing chi-square tests on the three dependent variables (relevance, selection aids and authoritarianism) and associated frequencies of six pertinent characteristics of the respondents (age, size of community, educational level of librarian, availability of written book selection policy, size of school enrollment and length of librarian employment). The study determined that a statistically significant relationship exists between the use of professional selection aids, the amount of formal education completed by media specialists, the existence of a written book selection policy, the size of school enrollments and community sizes, and the relevance of Kansas school media collections. A significant relationship also exists between the use of professional selection aids and the existence of a written book selection policy. (Author/NH)

ED 060 887 LI 003 555

Lakhanpal, S. K.

A Manual for Recording Serial Publications in Kardex, Revised Edition.

Saskatchewan Univ., Saskatoon. Murray Memorial Library.

Pub Date 71

Note—44p. (0 References)

Available from—Murray Memorial Library, University of Saskatchewan, Saskatoon, Canada (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Filing, Foreign Countries, *Information Processing, *Library Technical Processes, Manuals, *Periodicals, Recordkeeping, *Serials

Identifiers—*Kardex

Recording of serials is among the very important functions of a serials department. It helps in controlling the in-coming serials, claiming the not-received and missing issues, and answering inquiries regarding the current holdings of the library. This manual briefly describes the 3x5 file card system of recording serials, defines the various types of serial publications, and then provides a complete discussion on the use of the Kardex method. The various Kardex processes and notations discussed here are: date stamp, call number, plastic indicators, missing issue slips, duplicates, titles on display, removal from the reading area, reprints, separately cataloged items, titles not in the Kardex, invoicing, withdrawal of cards, filing, back issues, damaged journals, errata and information sheets, and notes. Included are several examples of sample forms used in the process of recording serials. (SJ)

ED 060 888 LI 003 556

Schulzeisenberg, Anthony C.

An Evaluation of the Closed Reserve at St. Cloud State College: A Follow-up Study.

Saint Cloud State Coll., Minn.

Pub Date May 68

Note—50p. (18 References) Prepared in the Department of Library and Audiovisual Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Libraries, Cost Effectiveness, Evaluation, Followup Studies, *Library Collections, Library Programs, Library Surveys, *Use Studies

Identifiers—*Reserve Book Collections

An evaluation of the reserve book collection at St. Cloud State College library was conducted during 1960 with the results reported in July 1961. (This earlier study is LI 003 557). The

present report is a followup study to that first evaluation. Improved faculty orientation to the reserve collection, based on the findings of the 1960 survey, resulted in increased use of the reserve collection. This second evaluation concludes that despite increased usage, the present reserve system should be discontinued. Prohibitive operational costs, if directed instead toward alleviating the pressure on items in the general collection, would provide not only improved service for required class readings, but also improved service to the general clientele in placing fewer restrictions on materials. The closed reserve system could be discontinued by eliminating the unused or little used material, provide enough material to meet the demands on reserve holdings, or expanded reading lists for students. (Author/SJ)

ED 060 889 LI 003 557

Osgood, Harold J.
An Evaluation of the Closed Reserve at St. Cloud State College: A Follow-up Study.
Saint Cloud State Coll., Minn.

Pub Date Jul 61
Note—48p.;(42 References) Prepared in the Department of Library and Audiovisual Education
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Libraries, Evaluation, *Library Collections, Library Programs, Library Surveys, Use Studies
Identifiers—*Reserve Book Collections

A survey of faculty and student usage of the reserve book collection at St. Cloud State College negated the original hypothesis of the author that the faculty feels to promote college library objectives by sagacious selection of reserve materials. Ideally, a reserve book collection should be made up of those books which are essential to the study of the particular subject, and of which there is an insufficient supply to meet the demands of the students using the regular charge out system. If the reserve librarian were able to communicate this idea to faculty members, the problems associated with the closed reserve would be greatly alleviated. (Author/SJ)

ED 060 890 LI 003 558

Dean, John, Ed.
Standards of Practice for West African Libraries; Proceedings of a Seminar Held at the Institute of Librarianship, University of Ibadan, 15-16 April 1967.

Ibadan Univ. (Nigeria). Inst. of Librarianship.
Pub Date 69
Note—110p.;(146 References); Occasional Paper 1

Available from—University Bookshop Nigeria Ltd., University of Ibadan, Nigeria (\$3.60)

Document Not Available from EDRS.

Descriptors—Conference Reports, Foreign Countries, Librarians, *Libraries, *Library Acquisition, *Library Facilities, *Library Services, *Library Standards, Library Technical Processes, Public Libraries, School Libraries, Special Libraries, University Libraries
Identifiers—*West Africa

A seminar on standards for libraries in West Africa was held in April 1967. This proceedings volume presents the papers given by each of the participants. Discussed are the standards for collections, facilities, staff, technical processes and services for public, school, university and special libraries. The purpose was to focus upon the nature, development and application of standards generally, and to examine specific problems associated with the creation of standards for each type of library, with particular reference to the requirements of West Africa. As a result of these deliberations, the Institute of Librarianship is promoting a program of normative surveys of West African university and public library systems in order to secure the basic data for the establishment of regional standards. (Author/SJ)

ED 060 891 LI 003 559

Walker, Donald E., Ed.
Interactive Bibliographic Search: The User/Computer Interface; Proceedings of a Workshop on "The User Interface for Interactive Search of Bibliographic Data Bases" Held in Palo Alto, California, on 14-15 January 1971.

American Federation of Information Processing Societies, Montvale, N.J.

Pub Date 71
Note—404p.;(251 References)
Available from—AFIPS Press, 210 Summit Avenue, Montvale, New Jersey 07645

Document Not Available from EDRS.

Descriptors—*Bibliographies, Conference Reports, *Information Retrieval, *Interaction, *Man Machine Systems, *On Line Systems, Search Strategies, Workshops

On the 14th and 15th of January, 1971, a workshop on The User Interface for Interactive Search of Bibliographic Data Bases was held in Palo Alto. The participants were provided in advance with a challenge paper and with a number of papers prepared in response to that challenge. The Workshop sessions themselves were devoted exclusively to focussed discussions of the material and of the problems in and the prospects for more effective systems design of the user interface. In recent years a number of computer-based systems involving on-line, interactive interrogation of bibliographic data files have been implemented, and several are in active use, serving a broad and varied clientele. However, discussions of these systems have tended to emphasize details of implementation or descriptions of the particular application involved. Although systems designers certainly have been concerned with making their systems easy to use, prior to this Workshop there has been no attempt to evaluate the accumulating experience about what happens "in front of the terminal" during interactive search. Consequently, this Proceedings constitutes the first statement of our current knowledge about the user/computer interface from the user's perspective. (Author/SJ)

ED 060 892 LI 003 560

Education for Librarianship; Report of the Working Party.

Ministry of Education, Wellington (New Zealand).

Pub Date 69
Note—70p.;(53 References)
Available from—Government Printing Office, Private Bag, Wellington, New Zealand (\$1.20)

Document Not Available from EDRS.

Descriptors—Employment Projections, Foreign Countries, Librarians, Libraries, *Library Education, *Library Science, Staff Utilization
Identifiers—*Librarianship, New Zealand

The office of the Minister of Education of New Zealand appointed a working party in May 1969 and charged it with investigating and reporting upon the status of education for librarianship. The study encompasses: (1) existing educational programs, (2) the different kinds of library and their need for qualified staff, (3) present staffing and projected future demand for qualified staff, (4) school libraries, (5) advanced training and research, (6) possible alternative arrangements for library education and (7) the future organization of education for librarianship. The working party sees the main deficiencies in library education as: (1) the absence of facilities for advanced and specialist training and research, (2) a lack of programs for a speciality in school librarianship, (3) inadequate short and refresher courses and seminars and (4) the absence of a board to review and update courses. The establishment of an autonomous institution for the education of librarianship at all levels, and for all types of libraries is recommended as the way to overcome the present deficiencies. (SJ)

ED 060 893 LI 003 561

Hearings Before the General Subcommittee on Education...Ninety-First Congress, First Session on H.R. 8809...April 29 and 30, 1969. National Science Research Data Processing and Information Retrieval System. [Complete Text of the Hearings].

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 69
Note—408p.;(1400 References)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Documentation, Federal Legislation, *Information Processing, *Information Retrieval, *Information Systems, *National Programs, *Scientific Research

Identifiers—*Scientific and Technical Information
Reported are the hearings held on April 29 and 30, 1969 before the General Subcommittee on Education of the U.S. House of Representatives on H.R. 8809, a bill to amend Title IX of the National Defense Education Act of 1958 to provide for the establishment of a national information retrieval system for scientific and technical information. The purpose of the act is to implement a nationwide storage and retrieval system for scientific research data, using as many existing facilities

as possible in order to avoid duplication and to assure quick access to and a constant inventory of, all science research data. [Testimonies by Dr. John Rothman and Mr. Robert November appeared earlier as ED 051 861]. (SJ)

ED 060 894 LI 003 562

Buckland, Michael K. And Others
Systems Analysis of a University Library; Final Report on a Research Project.

Lancaster Univ. (England). Library.
Pub Date 70

Note—104p.;(276 References); University of Lancaster, Occasional Paper 4

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Research, Library Planning, *Library Research, *Library Services, Operations Research, Problem Solving, Resource Allocations, *Systems Analysis, *University Libraries, *Use Studies
Identifiers—*England

The objectives of this study are to ensure that the resources at the disposal of the librarian are deployed in a manner which will effectively contribute to the purposes of the university. User behavior is explored in an attempt to solve the difficulties that arise in library planning and management, such as: (1) the relationship between length of loan period and "idle time," (2) the availability of popular books and (3) the relationship between library usage and academic achievement. Fundamentally related to all this in a university library is the whole area of students' problem-solving behavior. It is clear that the serious study of policy-making and the allocation of resources in a university library must range widely over problems of human behavior and educational research. Seen in this wider context it may be that the most useful contribution of this study is the way which, with further research, it may prove possible to quantitatively relate the day-to-day decisions of the librarian to the academic achievement of the university as a whole. This document previously announced as ED 044 153. (MF)

ED 060 895 LI 003 563

Mackenzie, A. Graham, Ed. Stuart, Ian M., Ed.
Planning Library Services; Proceedings of a Research Seminar Held at the University of Lancaster 9-11 July 1969.

Lancaster Univ. (England). Library.
Pub Date 69

Note—251p.;(117 References); Occasional Paper 3

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Foreign Countries, *Libraries, Library Research, *Library Services, *Mathematical Models, *Planning, Research, Seminars, Techniques, *University Libraries
Identifiers—England, *University of Lancaster

This proceedings volume of a seminar on planning library services is the third in a series of papers, published at irregular intervals, to report on research work by members of the University of Lancaster library staff. From January 1967 until June 1969 the Office of Scientific and Technical Information (OSTI) organized regular meetings under the title of Operational Studies Seminars to identify and describe in quantitative terms various factors which affect the operations of libraries especially university libraries. There were no formal records of these meetings, and after OSTI terminated its support, the University of Lancaster research team organized its own meetings and published the proceedings. The aim is to see how far it is possible to carry out mathematical modelling of the operation of an academic library and its interactions with users, so that managerial decisions can be made on a rational rather than an institutional basis. The broad subject areas covered are: (1) Problems of library planning; (2) Techniques of analysis; (3) Data collection and evaluation; and (4) A review covering Library Management Research and Planning Library Services: an overview. This volume contains preprints of the papers presented and edited versions of the discussions. A list of participants is also included. This document previously announced as ED 045 173. (SG)

ED 060 896 LI 003 564

Stuart-Stubbs, B.

Purchasing and Copying Practices at Canadian University Libraries; Two Studies Performed for the Canadian Association of College and University Libraries Committee on Copyright Legislation.

Canadian Library Association, Ottawa (Ontario).
Pub Date 71

Note—45p.;(0 References)

Available from—Canadian Library Association,
151 Sparks Street, Ottawa, Ontario K1P 5E3,
Canada (\$2.00)

Document Not Available from EDRS.

Descriptors—*Copyrights, Foreign Countries,
*Library Acquisition, Library Surveys,
*Purchasing, *Reprography, *University Libraries

Identifiers—*Canada

Extensive studies of expenditures on library materials and the use of photocopy machines in Canadian university libraries were conducted in 1971. The purpose of the purchasing study was twofold: (1) to reveal the pattern of library spending as an indication of how collections are being developed, and (2) to determine the effects of direct purchasing of library materials from the country of origin which might be available through Canadian agents. This report contains statistical compilations collected about library dealings with new book vendors, periodical publishers and agents, antiquarian dealers, and vendors of materials other than books or periodicals. The two-part duplicating survey sought to discover the dimensions of copying (how many photocopy machines and how many copies made) and the content (what is copied, and for whom). The report results are important since the Canadian government is considering revisions to copyright legislation. (SJ)

ED 060 897

LI 003 565

Emmons, Karen

Welcome First—Books Later; The Service Center
Branch, Richmond Public Library, December
1967 - June 1971.

Pub Date 71

Note—286p.;(3,876 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bibliographies, *Branch Libraries,
*Disadvantaged Environment, *Disadvantaged
Youth, Library Circulation, Library Materials,
Library Material Selection, *Library Services,
*Public Libraries, Spanish Americans, Use Studies

Identifiers—*Richmond

The experimental branch library described in this report was located in the multicultural, economically depressed downtown area of Richmond, California. The library's three and a half years of operation are described including: (1) the criteria for the selection of material, (2) programs aimed at attracting teen-agers and younger children to the library, (3) special services to Black people and the Spanish speaking and (4) unorthodox methods of providing services geared toward their special clientele. Following the report is a bibliography of the Service Center Branch collection. (NH)

ED 060 898

LI 003 566

Proceedings of the 1971 Library Workshop
(Sixth), September 27 - October 1, 1971).

Department of the Interior, Washington, D.C. Office of Library Services.

Spons Agency—Department of Commerce,
Washington, D.C.

Pub Date Dec 71

Note—151p.;(19 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, *Cataloging, *Interlibrary Loans, Laws, *Librarians, Libraries,
*Library Technical Processes, Safety, Workshops

Identifiers—*Librarianship

This year's workshop is notable for the many firsts that took place. This was the first workshop to cover the topics of safety in libraries, it was the first to include laws governing libraries, it was the first to devote a full day's program especially designed for school librarians and for the first time, the simultaneous sessions were repeated three times each. The subjects of the simultaneous sessions were: bibliographies, cataloging, reference, and inter-library loans. Another first for this Department of the Interior Library Workshop is that it was cosponsored this year by the Department of Commerce. (Author/NH)

ED 060 899

LI 003 567

Project Intrex. Semiannual Activity Report, 15
September 1971 - 15 March 1972.

Massachusetts Inst. of Tech., Cambridge.

Spons Agency—Carnegie Corp. of New York,
N.Y.; Council on Library Resources, Inc.,

Washington, D.C.; National Science Foundation,
Washington, D.C.; Office of Education
(DHEW), Washington, D.C.

Report No.—Intrex-PR-13

Pub Date 15 Mar 72

Note—111p.;(46 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computers, Economics, *Electronic
Data Processing, Information Networks, *Information
Retrieval, Information Storage, *Information
Systems, *Library Automation, *Use
Studies

Identifiers—Computer Software, *Project Intrex

Heavy emphasis was placed on experiments, and interpretation of experimental results. A set of experiments was designed to yield quantitative information on how the experimental subjects used the full-text-access system, why they used it and how effective it was. A detailed report of work on this topic to date is presented. The in-depth analysis of the Intrex system of bibliographic storage and retrieval is continued. The economic studies of information systems were extended along lines that refined the system models being used for study and that included consideration of networks of information systems. Two Project Intrex-designed display terminals are now in operation and both can engage the Intrex system simultaneously. The terminal has been newly named BRISC (Buffered Remote Interactive Search Console). Users prefer the BRISC to other available terminals because of its large-size characters, bright display and the save-page feature of the terminals. Refinements in the full-text-access system have been made to overcome occasional difficulties experienced in centering text on the cathode-ray-tube screen. (Author/NH)

ED 060 900

LI 003 568

Rees, Alan M. And Others

The Structure and Functions of the Library in the
Hospital. Part 1. Hospital Library Resources,
Services and Manpower in Ohio.

Case Western Reserve Univ., Cleveland, Ohio.
Center for Documentation and Communication
Research.

Spons Agency—National Library of Medicine (D-
HEW), Bethesda, Md.

Pub Date 68

Note—29p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Hospitals, Libraries,
Library Collections, *Library Facilities, *Library
Services, *Medical Libraries, *Objectives,
Surveys

Identifiers—*Ohio

A research project which has as its objective the design, implementing and evaluation of educational programs for the purpose of upgrading hospital library practice is described. As a necessary preliminary to the formulation of educational objectives and the design of appropriate courses, a survey was made of hospital library facilities, resources, services, user groups, budgets and manpower in Ohio. The relationships between the library and the basic hospital functions of the patient care, education and research were also investigated. Results are presented which indicate, in general, that Ohio hospital libraries are understaffed and that collections, budgets and user services are minimal. Of a total of 227 libraries, 154 (67%) were classified as functional. Minimal services appears to generate small demands on libraries which in turn perpetuate minimal service. To upgrade existing manpower, and to train new library personnel, a series of courses, the first being in Inter-Library Loan Procedures, is being designed and tested. For the purpose of gaining further insight into the attitudes and expectations of key hospital personnel such as Administrators, Directors of Medical Education, Chiefs of Medical Staff, Directors of Nursing Education, several hundred interviews are presently being conducted in hospitals in the Northeast Ohio Regional Medical Program. (Author)

ED 060 901

LI 003 569

Fahringer, Peggy Louise

A Classification of Knowledge for the Arrangement
of a Library School Pamphlet File With a
Manual of Instruction for Maintenance and Use
of the Collection.

Pub Date Sep 58

Note—35p.;(0 References); Paper submitted in
partial fulfillment of the requirements for the
Degree of Master of Science in Library
Science, School of Library Science, Western
Reserve Univ.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Filing, Indexes
(Locators), *Library Materials, *Library
Schools, *Pamphlets

Identifiers—*Library Science Literature, Western
Reserve University

This paper is part of a project to set up a vertical file of pamphlet material for the Library School of Western Reserve University. The questions explored by this project are: (1) Can a classification of knowledge be created that will bring together all areas of knowledge related to Library Science and yet carry a short, simple notation? and (2) Is it feasible to use a classified arrangement for pamphlet material instead of an alphabetical one based on subject headings? The project involved five steps: (1) creation of a classification of the areas of knowledge which would be pertinent to the study of Library Science, (2) application of a letter notation to that classification, (3) creation of an author file of the pamphlets in the collection, (4) creation of an index to the classification scheme and (5) preparation of a manual of instructions for the use and maintenance of the vertical file and indexes. The problem of the physical care and preservation of pamphlets was not explored. (Author/NH)

ED 060 902

LI 003 570

Olejar, Paul D., Ed.

Computer-Based Information Systems in the Practice
of Pharmacy. Proceedings [of a Conference]
(July 19-21, 1971).

North Carolina Univ., Chapel Hill. School of
Pharmacy.

Spons Agency—National Pharmaceutical Council,
New York, N. Y.

Pub Date 71

Note—209p.;(13 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Computers, Conferences, Design,
Health Services, *Information Services, *Information
Systems, *Pharmacists, Systems Concepts,
Workshops

Identifiers—*Pharmacy, University of North
Carolina

The conference papers, workshop committee reports and records of panel discussions are presented in this proceedings. The contents are separated into the following sections: (1) General Sessions which includes papers on information systems in the pharmacist's modern role and on system design considerations; (2) Workshops, committee reports and the round-table; (3) Conference summary and (4) Selected papers concerning Federal agency systems and system concepts. The appendices contain: the post-conference questionnaire, conference staff and registrants, and communications. (Author/NH)

ED 060 903

LI 003 571

Molgaard-Hansen, R., Ed. Westring-Nielsen,
Margit, Ed.

Proceedings of Seminar on UDC and Mechanized
Information Systems (2nd, Frankfurt, 1st-5th
June 1970).

International Federation for Documentation, The
Hague (Netherlands). Committee on Classification
Research.

Report No.—FID/CR-11; FID-Publ-Ser-405

Pub Date 71

Note—231p.;(104 References)

Available from—Denmark's Technical Library,
10, Oster Voldgade, Copenhagen K, Denmark
(\$10.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Classification, *Computers, Documentation,
Electronic Data Processing, Indexing,
*Information Systems, *International Programs,
Seminars

Identifiers—FID, International Federation for
Documentation, Scientific and Technical Information,
UDC, *Universal Decimal Classification

The 20 papers included in this report are arranged in five parts: (1) Opening addresses, (2) Universal Decimal Classification (UDC) in computer-prepared catalogues, (3) UDC in SDI/IR systems and compatibility with thesauri, (4) UDC in future information systems and networks and (5) seminar organization. English abstracts are provided for those papers not given in English. (NH)

ED 060 904

LI 003 572

Patriostro, Frank S., Comp. Sanders, Nancy P., Ed.

A Survey of Automated Activities in the Libraries of the United States, Volume 1.

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 71

Note—154p.; (12 References)

Available from—The LARC Association, P.O. Box 27235, Tempe, Arizona 85282 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Data Bases, *Electronic Data Processing, Information Services, *Library Automation, Statistical Analysis, Surveys

This first volume of a proposed twelve volume series of surveys on library automation is based on - besides information gathered by the survey - the results of a literature search to locate any recently published information concerning the reported activities. These are cited below their respective entries to provide additional information about significant projects. Effort was made to include commercial operations offering data tapes or other similar services on a rent, lease or sale basis. A statistical analysis of the applications reported was made to get a clearer picture of how automation was being applied to libraries. The index is in the form of an outline, which is presented separately in Part II. This is followed by an Index to Applications in which each heading in the outline is followed by a list of the libraries reporting automation of that application. Following this index there is a Term Index to the outline. The last section of the Index to Applications includes some special topics, such as applications dealing with government publications. The final part of the index lists all respondents by type of library. (Author/NH)

ED 060 905

LI 003 573

Cataloging in Publication; Progress Report, July - December 1971.

Library of Congress, Washington, D. C. Processing Dept.

Report No.—PR-1

Pub Date Jan 72

Note—11p.; (25 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, Cooperative Programs, *Library Technical Processes, *Publishing Industry

Identifiers—*Cataloging in Publication, CIP, Machine Readable Cataloging, MARC

The purpose of Cataloging in Publication (CIP) is to provide professional cataloging data to publishers so that the data will be printed in the book. Since CIP will reduce cataloging costs and speed the delivery of books to readers, it should be beneficial to both the library world and the publishing industry. The number of participating publishers has grown from 27 in July 1971 to 157. The goal of CIP is to provide Library of Congress Cataloging in Publication data at an annual rate of 30,000 titles by July 1973. The publishing houses and their divisions who are actively participating in the CIP program, or who plan to participate in the future are listed. The selected bibliography contains references to the articles and announcements concerning CIP that have appeared in the library and trade press. (Author/NH)

ED 060 906

LI 003 574

Grego, Noel R., Ed.

1971 Directory of Institutions Offering or Planning Programs for the Training of Library Technical Assistants.

Council on Library Technology.

Pub Date 71

Note—141p.; (4 References)

Available from—Council on Library Technology, 3800 Peterson Avenue, Chicago, Ill. 60659 (HC \$4.75, \$6.00 outside U.S.A.)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Directories, *Educational Programs, Foreign Countries, *Library Education, *Library Schools, *Library Technicians, Program Content

Identifiers—Canada, *United States

Programs for the training of library technical assistants exist in more than 31 states of the United States and six provinces of Canada. Through the questionnaire developed to survey the status of these training programs a total of 134 have been identified: 118 in the U.S. and 16

in Canada. This directory of schools offering training programs for library aides is arranged in two alphabetical groups—by state for the U.S. and by province for Canada. Within each state or province entries are arranged alphabetically by institution. Each includes the name, address and telephone number of the institution; name and title of the person in charge of the program; the title of the program; the year it began; and course numbers, titles and credit. (Author/SJ)

ED 060 907

LI 003 575

Information Technology; Some Critical Implications for Decision Makers.

Conference Board, Inc., New York, N.Y.

Report No.—ConfBdR-537

Pub Date 72

Note—252p.; (229 References)

Available from—The Conference Board, Inc., 845 Third Avenue, New York, N.Y. 10022 (\$5.00—Associate & Educational, \$25.00—Non-Associate)

Document Not Available from EDRS.

Descriptors—Business, Change Agents, *Decision Making, Education, *Information Needs, *Information Science, Politics

Identifiers—*Information Technology

Information technology is the collection, storage, processing, dissemination and use of information. This report is an effort to contribute to the formation of a more comprehensive American view of the implications of information technology and to provide a basis for assessing its future impact. The authors of contributed papers discuss information technology in relation to: (1) the individual, (2) business, (3) antitrust policy, (4) education, (5) government and politics, and (6) the changing information environment. Information technology, both new and old, is seen as the nervous system of society. Unless it is shaped by wise decisions it will not be possible to make effective policies about anything else. Taken together, these papers form an excellent base from which any business leader or other interested person can develop his own view of the implications of information technology. (Author/SJ)

ED 060 908

LI 003 576

Haas, Warren J.

Preparation of Detailed Specifications for a National System for the Preservation of Library Materials. Final Report.

Association of Research Libraries, Washington, D.C.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Feb 72

Grant—OEG-3-70-0021-(506)

Note—34p.; (22 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Books, *Library Collections, *Library Materials, *Maintenance, Periodicals, *Preservation, *Research Libraries

This report identifies steps that might be taken by organizations, individual libraries, and libraries acting collectively to work towards resolution of the many problems that create the difficult and complex situation facing research libraries that has been brought on by the physical deterioration of books and journals. An attempt is made to clarify the nature of the preservation problem and to assess progress made in recent years. A number of specific recommendations for action are made. In the area of research into the causes of paper deterioration and remedial techniques, a method of generating broader participation is suggested. An analytical investigation of the merits of alternate methods of text preservation is also proposed. Additional needs in the area of education and training are identified, and the importance of specific preservation activity by individual libraries is underscored. The fundamental requirement that preservation of library materials be seen as an inseparable part of the broader objective of extending access to recorded information is affirmed. Approaches to developing a capability for collective action are advanced, and measures to be taken in such areas as storage standards, identification and recording of preservation copies, and preservation priorities are suggested. (Author/SJ)

ED 060 909

LI 003 577

Marlin, Robert L.

The History, Scope and Plan for an Information Center Service.

Pub Date 71

Note—20p.; (52 References); Paper prepared for course on planning library services, Graduate School of Library Services, Rutgers University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Drug Therapy, *Information Centers, *Information Processing, *Information Retrieval, Information Services, Information Storage, Medical Research, *Medical Treatment

Identifiers—*Adverse Reactions to Medication

There are three phases in the development of new drugs aimed at determining adverse reactions or side effects. Each of these phases produces many different pieces of information. All of this leads to a major problem involving the professional/industrial and/or academic libraries serving the scientific-medical community through their information centers. The major components of this problem are definition of adverse reactions, their collection, classification, storage and retrieval. The objective of this report is to lend insight into this complex area and to direct suggestions to the information scientists who may assist the clinicians involved in medication selection. (Author/SJ)

ED 060 910

LI 003 578

Billingsley, Alice, Comp.

Bibliography of Library Automation.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Pub Date 71

Note—24p.; (659 References); ERIC/CLIS Series 3

Journal Cit—American Libraries; v3 n3 p.289-312 Mar 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracting, Bibliographies, Cataloging, Indexing, Information Retrieval, Library Acquisition, *Library Automation, Library Circulation, Library Reference Services, Library Services, Library Standards, *Library Technical Processes, Serials

This is a selective bibliography covering journal literature, trade publications, monographs, technical reports, and other documents which are readily available. The bibliography covers publications dated 1969 through 1971. Although material published in languages other than English was not actively sought, some references have been cited to call attention to work in the field conducted by non-English speaking countries. The bibliography has been categorized under subject headings which reflect the broad parameters of subject interests in the field. Items are listed under one category only. News notes and brief articles have generally been omitted unless of particular interest. (Author/NH)

ED 060 911

LI 003 579

Lubans, John, Jr.

Systems Analysis, Machineable Circulation Data and Library Users and Non-Users.

Pub Date 71

Note—12p.; (36 References); Paper prepared for American Society for Engineering Education Annual Meeting (U.S. Naval Academy, Annapolis, Maryland, June 21-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Library Automation, *Library Circulation, Systems Analysis, *University Libraries, Use Studies

A study to be made with computer-based circulation data of the non-use and use of a large academic library is discussed. A search of the literature reveals that computer-based circulation systems can be, but have not been, utilized to provide data bases for systematic analyses of library users and resources. The data gathered in the circulation system will be of particular value in two areas: identifying the non-users of a library and the areas of non-use and testing, and demonstrating the use of computer-based circulation data files as the data base for studies that would improve services and provide decision-making aids. The study methodology would involve the comparisons of the circulation transaction files and the borrower address files to produce two areas of investigation, use and non-use. A variety of information would be gathered about each group. (Author)

ED 060 912

LI 003 580

Martin, Allie Beth

A Strategy for Public Library Change: Proposed Public Library Goals—Feasibility Study.

Public Library Association, Chicago, Ill.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NEAH), Washington, D.C.
Pub Date 72

Note—93p.;(182 References)

Available from—Order Department, American Library Association, 50 East Huron St., Chicago, Ill. 60611 (HC \$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Feasibility Studies, *Library Planning, *Library Services, Library Surveys, *Objectives, *Public Libraries
Identifiers—*Library Role

What is the state of the public library today and what should it be in the future? The need for answers to these questions is the reason for this study. Societal factors affecting the public library are studied. The report examines the development of the public library in the 20-year span since the "Public Library Inquiry" (1950-70), and describes its current status in terms of major strengths and weaknesses. A survey of librarians revealed the following goals for public libraries: (1) service for all; (2) to provide information services; (3) to further adult and continuing education; (4) collect and disseminate all kinds of material, including non-print resources; (5) support formal and informal education; and (6) serve as a cultural center. The study recommends a concentrated public relations program to make the public library more visible, and proposes a four-point plan of action. First, there should be a publication to direct widespread attention to the public library. Second, extensive research is required to provide knowledge for effective performance. Third, there must be dissemination of this research information to ensure development. Fourth, improved library education and continuing education for librarians is needed. (SJ)

ED 060 913 LI 003 583

Ferguson, Douglas

The Library, the Researcher, and Computerized Information at Stanford University: A Report to the Director of Libraries.

Stanford Univ., Calif.

Pub Date Oct 71

Note—23p.;(7 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, Information Needs, *Information Systems, *Library Services, *University Libraries

Identifiers—*Library Role, Stanford University

This report is intended to aid the library at Stanford University in determining: (1) How it should respond to faculty and student need to know about computer-based information systems; (2) If the library has a role in supporting awareness of, and access to information about computerized files on campus; and (3) If the library has a role in planning services centering around large data bases that will likely soon be available on campus. The author concludes that: (1) There is evidence of a need for information about computer-based information systems among faculty and students; (2) There is a sizable number of computerized files or data collections on the campus; (3) The library is the appropriate place to respond to the need for information about computer-based information systems; (4) The library has unique experience and skills that would be valuable in promoting awareness of and access to computerized files; and (5) It is to be university's advantage for the library to maintain active involvement with the groups that are developing a variety of computer-based information services on campus. It is recommended that the library augment, and actively support, services for answering requests about computer-based information systems. (Author/SJ)

ED 060 914 LI 003 605

Stanley, Caroline, Comp. Benton, Mildred

A Bibliography on Staffing Criteria for Libraries, Information Centers, and Information Analysis Centers.

George Washington Univ., Washington, D.C. Biological Sciences Communication Project.

Spons Agency—Office of the Chief of Engineers (Army), Washington, D.C.

Pub Date Aug 70

Note—42p.;(159 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Information Centers, *Information Scientists, *Librarians, *Libraries, Literature Reviews, *Personnel Evaluation, Professional Personnel

A literature search for information concerning standards for library and information center personnel resulted in this annotated bibliography. The twofold purpose of the study was: (1) to identify the staffing and organization problems of the library and information science professions and their methods of solving them and (2) to record pertinent material with annotations and abstracts suitable for use in development staffing guides for Department of the Army libraries and information facilities. Most of the titles listed have been published since 1963. A few earlier titles are included as background reading or for their historical interest. The bibliography is arranged alphabetically by author. The few publications not available for examination are marked. They are included because of their apparent importance as indicated by their titles. An index, arranged by subject content as well as by types of libraries and information facilities, is included. (Author/NH)

ED 060 915 LI 003 606

Cameron, Donald F. Heim, Peggy

How Well Are They Paid? Compensation Structures of Professional Librarians in College and University Libraries, 1970-71; The Second Survey.

Council on Library Resources, Inc., Washington, D.C.

Pub Date Feb 72

Note—23p.;(1 Reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Libraries, *Librarians, *Salaries, Surveys, *University Libraries

Tables and analysis of compensation figures for academic librarians during the 1970-71 academic year are presented. The objectives of this survey were: to investigate the staff structure and compensation levels of professional librarians in college and university libraries; to explore some relatively new routes for possible advancement - such as the positions of bibliographer, collection builder, curator and other specialists; and to provide the basis for continuation of salary studies if such action seemed warranted. The rates of salary increase obtained by librarians from 1969-70 to 1970-71 appear to be about equal to or somewhat lower than those reported for a comparably ranked faculty. The small number of librarians in highly paid positions offers little attraction to competent individuals not interested in an administrative career. Suggestions for ways to upgrading the profession include: (1) development of a new administrative trainee track to provide instruction in techniques needed for future libraries, (2) creation of a specialist classification outside the administrative hierarchy and (3) upgrading the professional image. (Author/NH)

ED 060 916 52 LI 003 607

Maron, M. E. Sherman, Don

An Information Processing Laboratory for Education and Research in Library Science: Phase II. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1085

Pub Date Sep 71

Grant—OEG-1-7-071085-4286

Note—121p.;(24 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Automation, Computers, Data Bases, Electronic Data Processing, *Information Processing, *Information Retrieval, *Library Education, *Library Science, Manuals, On Line Systems, Research

Identifiers—*University of California Berkeley

The results of the second 18 months (December 15, 1968-June 30, 1970) of effort toward developing an Information Processing Laboratory for research and education in library science is reported in six volumes. This volume contains: the introduction and overview, problems of library science, facility development and operational experience. One purpose of this volume is to clarify why an on-line laboratory for education and research in library science is desirable. The three major sections deal with: problems of education in library science, the organization of the laboratory, and the operation of the laboratory. (Other volumes of this report are available as LI 003608 through 003611). (Author/NH)

ED 060 917 52 LI 003 608

Mignon, Edmond Travis, Irene

LABSEARCH: ILR Associative Search System

Terminal Users' Manual. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1085

Pub Date Sep 71

Grant—OEG-1-7-071085-4286

Note—87p.;(5 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Automation, Data Bases, Electronic Data Processing, Indexing, *Information Processing, *Information Retrieval, *Library Education, *Library Science, Manuals, Research, Search Strategies

Identifiers—*University of California Berkeley

The results of the second 18 months (December 15, 1968-June 30, 1970) of effort toward developing an Information Processing Laboratory for research and education in library science is reported in six volumes. This volume contains: basic operating instructions, commands, scoring measures of association and a subject authority list. The data base consists of journal articles in the field of information science. Indexing was done using a controlled vocabulary from the subject authority list. The two kinds of automatic searching procedures for the identification and retrieval of documents described are: direct match and associative search. (Other volumes of this report are available as LI 003607 and LI 003609 through 003611). (Author/NH)

ED 060 918 52 LI 003 609

Meredith, Joseph C.

Reference Search System (REFSEARCH) Users' Manual. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1085

Pub Date Apr 71

Grant—OEG-1-7-071085-4286

Note—124p.;(10 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Automation, Data Bases, Electronic Data Processing, *Information Processing, *Information Retrieval, *Library Education, *Library Science, Manuals, Programming Languages, Research, Search Strategies

Identifiers—*University of California Berkeley

The results of the second 18 months (December 15, 1968-June 30, 1970) of effort toward developing an Information Processing Laboratory for research and education in library science is reported in six volumes. This volume contains: the rationale and description, definitions, index and coding key, retrieval procedures, and examples. This manual is intended as an explanation of the REFSEARCH system as implemented in the Information Processing Laboratory. Part II of the manual gives the rationale of the REFSEARCH system. Part III defines the terms used in "REFSEARCH language." Examples are given in Part VI to show how "handles" are identified and converted into channel entry terms, and how other elements of a search specification are assembled. (Other volumes of this report are available as LI 003607, LI 003608, LI 003610 and LI 003611). (Author/NH)

ED 060 919 52 LI 003 610

Silver, Steven S. Meredith, Joseph C.

DISCUS Interactive System Users' Manual. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1085

Pub Date Sep 71

Grant—OEG-1-7-071085-4286

Note—173p.;(11 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Automation, Computer Assisted Instruction, Computer Programs, Data Bases, Electronic Data Processing, *Information Processing, *Information Retrieval, *Library Education, *Library Science, Man Machine Systems, Manuals, Programming Languages, Research

Identifiers—*University of California Berkeley

The results of the second 18 months (December 15, 1968-June 30, 1970) of effort toward developing an Information Processing Laboratory for research and education in library science is reported in six volumes. This volume contains: the basic on-line interchange, DISCUS operations, programming in DISCUS, concise DISCUS specifications, system author mode, and exercises. DISCUS is an interpretive man-computer interface system. The six parts of this manual contains: (1) an introduction to the general idea of computer assisted instruction, (2) an explanation of the several DISCUS statements, (3) a discussion of the role of the programmer vis-a-vis the author/instructor, (4) definitions and specifications, (5) a description of the program debugging facilities provided by the DISCUS language and (6) six series of exercises supplementing Parts II and III. (Other volumes of this report are available as LI 003607 through 003609, and LI 003611). (Author/NH)

ED 060 920 52 LI 003 611

Smith, Stephen F. Harrelson, William
TMS: A Terminal Monitor System for Information Processing. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1085

Pub Date Sep 71

Grant—OEG-7-071085-4286

Note—131p.;(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Automation, Computer Programs, Data Bases, Electronic Data Processing, *Information Processing, *Information Retrieval, *Library Education, *Library Science, Manuals, On Line Systems, Research

Identifiers—*University of California Berkeley

The results of the second 18 months (December 15, 1968 - June 30, 1970) of effort toward developing an Information Processing Laboratory for research and education in library science is reported in six volumes. This volume contains two parts. Part I includes: a user's guide - a guide to writing programs to TMS (Terminal Monitor System) for information processing. Part II is a system programmer's guide to the internal structure of TMS itself. The information presented in Part II is of critical importance to anyone interested in expanding or modifying the existing capabilities of TMS. (Other volumes of this report are available as LI 003607 through 003610). (Author/NH)

ED 060 921 52 LI 003 612

Resnikoff, H. L. Dolby, J. L.

Access: A Study of Information Storage and Retrieval With Emphasis on Library Information Systems. Final Report.

R and D Consultants Co., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0548

Pub Date Mar 72

Contract—OEG-0-9-140548-2791(095)

Note—280p.;(118 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Costs, *Information Retrieval, *Information Storage, *Information Systems, *Library Automation, Library Collections, *Models, Use Studies

It is the purpose of this study to provide fresh insight into the nature of library problems by systematically studying the question of size in various information contexts. In the introduction, the role that size plays from the user's point of view is illustrated. In the following sections, a study of the card catalogue, the classification system and various other access mechanisms are presented. Their size characteristics are determined and the impact of these considerations on the creation and use of access mechanisms is shown. The several chapters that follow are devoted to the more extensive statistical and mathematical justifications necessary to provide a solid base for future study improvement, and design of information access systems. (Author/NH)

ED 060 922 24 LI 003 628

Fry, Bernard M.

Evaluation Study of ERIC Products and Services. Summary Volume. Final Report.

Indiana Univ., Bloomington. Graduate Library School.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0375

Pub Date Mar 72

Grant—OEG-0-70-3271

Note—51p.;(2 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Resources, *Evaluation, Information Centers, Information Networks, Information Processing, *Information Services, *Information Systems, Surveys, *Use Studies

Identifiers—*Educational Resources Information Center, ERIC

The purpose of this study was to examine the use made of the Educational Resources Information Center (ERIC) products and services by members of the educational community, and in this context to evaluate the extent to which the ERIC system is achieving its objectives of guaranteeing ready access to the nation's current significant literature in the field of education. The report is prepared in four volumes and a summary volume. This, the summary volume, contains the introduction and summary of findings and recommendations. The findings presented in the summary are designed to call attention to conditions, trends, and issues concerning use and user reactions to ERIC products and services. The purpose is to provide a concise, analytical basis on which to evaluate the extent to which ERIC has met its goals, and to identify deficiencies and weaknesses. The recommendations presented in Part II of Chapter 2 propose needed improvements and courses of action to correct deficiencies identified by this study. (The other four volumes of this study are available as LI 003629 through 003632). (Author/NH)

ED 060 923 24 LI 003 629

Fry, Bernard M.

Evaluation Study of ERIC Products and Services. Volume I of IV. Final Report.

Indiana Univ., Bloomington. Graduate Library School.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0375

Pub Date Mar 72

Grant—OEG-0-70-3271

Note—230p.;(6 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Resources, *Evaluation, Information Centers, Information Networks, Information Processing, *Information Services, *Information Systems, Surveys, *Use Studies

Identifiers—*Educational Resources Information Center, ERIC

The purpose of this study was to examine the use made of the Educational Resources Information Center (ERIC) products and services by members of the educational community, and in this context to evaluate the extent to which the ERIC system is achieving its objectives of guaranteeing ready access to the nation's current significant literature in the field of education. The report is prepared in four volumes and a summary volume. This volume contains the introduction and summary of findings and recommendations which are also given in the summary volume (see LI 003628). Chapter 3 discusses the characteristics of ERIC users and as such it contains sections dealing with: the target population, sampling frame and returns; general background information of ERIC users; the primary professional role of ERIC users; the channels ERIC users employ to obtain information; communication among educators; publication record of ERIC users; the research affiliation of ERIC users; and the outside responsibilities of ERIC users. The material in Chapter 4 demonstrates the extent to which ERIC is meeting its first goal: to make significant but previously unavailable documents easily available to the educational community. (The other volumes of this study are available as LI 003628, and 003630 through 003632.) (Author/NH)

ED 060 924 24 LI 003 630

Fry, Bernard M.

Evaluation Study of ERIC Products and Services. Volume II of IV. Final Report.

Indiana Univ., Bloomington. Graduate Library School.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date Mar 72

Note—175p.;(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Resources, *Evaluation, Information Centers, Information Networks, Information Processing, *Information Services, *Information Systems, Surveys, *Use Studies

Identifiers—*Educational Resources Information Center, ERIC

The purpose of this study was to examine the use made of the Educational Resources Information Center (ERIC) products and services by members of the educational community, and in this context to evaluate the extent to which the ERIC system is achieving its objectives of guaranteeing ready access to the nation's current significant literature in the field of education. The report is prepared in four volumes and a summary volume. The chapters of this volume discuss: the ERIC clearinghouses' information analysis activities; ERIC's efforts to help strengthen existing communication channels; and ERIC activities designed to contribute to the development of a national information network. The final chapter of this volume presents profiles of organizations which provide ERIC services and products. (The other volumes of this study are available as LI 003628, 003629, 003631 and 003632.) (Author/NH)

ED 060 925 24 LI 003 631

Fry, Bernard M.

Evaluation Study of ERIC Products and Services. Volume III of IV. Final Report.

Indiana Univ., Bloomington. Graduate Library School.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0375

Pub Date Mar 72

Grant—OEG-0-70-3271

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Resources, *Evaluation, Information Centers, Information Networks, Information Processing, *Information Services, *Information Systems, Surveys, *Use Studies

Identifiers—*Educational Resources Information Center, ERIC

The purpose of this study was to examine the use made of the Educational Resources Information Center (ERIC) products and services by members of the educational community, and in this context to evaluate the extent to which the ERIC system is achieving its objectives of guaranteeing ready access to the nation's current significant literature in the field of education. The report is prepared in four volumes and a summary volume. Chapter 1 of this volume describes the methodology of this study, its design and how it was conducted. The questionnaires used in the survey are presented in Chapter 2. Chapter 3 is a summary of the conclusions and recommendations of ERIC study advisory panels. Anecdotal information is presented as Chapter 4 and Chapter 5 contains background information including: ERIC clearinghouses - brief scope notes; location of ERIC microfiche collections; a glossary of ERIC terms and a bibliography. (The other volumes of this study are available as LI 003628 through 003630 and 003632.) (Author/NH)

ED 060 926 24 LI 003 632

Fry, Bernard M.

Evaluation Study of ERIC Products and Services. Volume IV of IV. Final Report.

Indiana Univ., Bloomington. Graduate Library School.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0375

Pub Date Mar 72

Grant—OEG-0-70-3271

Note—339p.;(0 References)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Educational Resources, *Evaluation, Information Centers, Information Networks, Information Processing, *Information Services, *Information Systems, Surveys, *Use Studies

Identifiers—*Educational Resources Information Center, ERIC

The purpose of this study was to examine the use made of the Educational Resources Information Center (ERIC) products and services by members of the educational community, and in this context to evaluate the extent to which the ERIC system is achieving its objectives of guaranteeing ready access to the nation's current significant literature in the field of education. The report is prepared in four volumes and a summary volume. This appendix volume contains supplementary and parallel tables keyed to Chapters 4-7 of volumes 1 and 2 of this study. (The other volumes of this study are available as LI 003628 through 003631.) (Author/NH)

PS

ED 060 927 PS 004 391

Gordon, Ira J.

Baby Learning Through Baby Play, A Parent's Guide for the First Two Years.

Pub Date 70

Note—121p.

Available from—St. Martin's Press, 175 Fifth Avenue, New York, New York 10010 (\$3.95)

Document Not Available from EDRS.

Descriptors—*Child Development, *Children's Games, *Cognitive Development, Developmental Guidance, Early Experience, *Infants, Learning Activities, Parent Child Relationship, *Parent Role

The games described in this book for parents are designed to do several things. First, they will help the baby develop basic skills such as focusing the eyes, coordinating the eye and hand, and distinguishing differences among almost identical objects. Second, once he has these basic skills, he needs to become aware of how the skills can be useful in exploring the world around him. Third, the baby will learn that learning is enjoyable. Fourth, this confidence about what he is and what he can do will be enhanced by his growing trust in the parents. The games are described and illustrated under the following headings: Games for the Early Months; Games for the Sitting and "Lap" Baby; Games for the Creeper-Crawler; Activities for the Stander and Toddler; and Activities for the Older Toddler. (Author/DB)

ED 060 928 PS 005 159

Asher, J. William And Others

The Development of New Measures of Cognitive Variables in Elementary School Children (Phase I). Final Report.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Contract—OEC-0-70-4952

Note—268p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, Annotated Bibliographies, *Child Development, *Cognitive Processes, Comparative Analysis, *Concept Formation, Early Childhood, Elementary School Students, Environmental Influences, Literature Reviews, *Measurement Instruments, Preschool Children, Problem Solving, Research, Testing, Theories, *Thought Processes

Identifiers—*Piaget (Jean)

Many theorists have proposed formulations to explain the development of concepts in children. One of the most seminal theories for explaining concept development as it pertains to school achievement has come from the work of Piaget. Piaget posits three stages of development. The sensorimotor stage exists from birth to about two years. In this stage, the child is tied to his environment and is forming schemas to cope with his world. In the concrete operational stage, which can be broken into two phases, ages 2-7 and 7-11, the child begins to develop a semiotic function. It is the time of the emergence of the conservations. This stage is called the concrete operational because the child is still tied to reasoning from direct sensory impressions. The final stage is called the stage of propositional thought. In this stage, the child learns to analyze a problem by listing all logical possibilities and testing them systematically. The theories of Piaget and others are analyzed and compared throughout this document. Research literature on

which this report is based is presented under the following headings: Review of the Literature on Cognitive Functioning in Elementary School Children; Annotated Bibliography on Cognitive Functioning in Elementary School Children; and Related Measures (review, annotated bibliography, and bibliography on Achievement Testing). (CK)

ED 060 929 PS 005 349

PACE: Primary Educational Male Confere. End of Project Evaluation.

Kansas Unified School District 210, Hugoton.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-67951

Pub Date Jul 69

Grant—OEG-3-6-001585-2139

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Analysis of Variance, Elementary School Students, Emotional Development, Family Life, Females, Identification (Psychological), Individual Development, *Interaction Process Analysis, *Males, Parent Child Relationship, Program Evaluation, Projects, Role Perception, Self Concept, Sex Education, Skill Development, Statistical Analysis, *Student Teacher Relationship, *Teacher Influence, Teacher Role, *Team Teaching, Testing

Identifiers—Elementary and Secondary Education Act Title 3

An attempt was made to determine whether or not the male influence of teacher Conferees can bring about significant improvement in academic achievement, personality development, and sex role identification over a three-year period of time. Analysis of variance was used as the statistical process for determining tests of significance. The experimental classes are the children represented in this project. Both the control and experimental groups were given standardized achievement tests, appropriate for the grade, on corresponding dates. There was no significant difference between the control and experimental groups in the academic achievement of the children in areas of reading comprehension and arithmetic for the first and second grade group. There was found to be a significant difference in both reading and math for the first grade group. It is concluded that the confere concept helps the child to develop his social skills and emotional characteristics. Boys as well as girls benefit from their association with an adult male. Each child is able to observe the man's actions and characteristics and to draw personal conclusions regarding the male teacher. (CK)

ED 060 930 PS 005 374

McClellan, Keith And Others

Day Care Cost Analysis: A Manual of Instructions.

Welfare Council of Metropolitan Chicago, Ill.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No—PUB-4017

Pub Date Jul 71

Note—123p.

Available from—Welfare Council of Metropolitan Chicago, Planning and Research Division, 64 East Jackson Boulevard, Chicago, Ill. 60604 (\$1.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Accounting, Child Care, Child Care Centers, Comparative Analysis, *Cost Effectiveness, Data Analysis, Data Collection, *Day Care Services, Evaluation, Expenditures, *Guidelines, Income, *Instructional Materials, Management, *Manuals, Objectives, Preschool Children, Task Performance

This manual is designed to provide guidelines for the analysis of the costs of operating day care centers and not day care homes. Day care is defined as a broad term applied to a variety of programs that shelter preschool and school age children on something less than a 24-hour basis. The guidelines set forth by this manual aim to permit the following performance characteristics: (1) consistent application by day care centers possessing wide variations in bookkeeping sophistication; (2) enough flexibility to be applicable to centers operating at different hours, days, weeks, and months during a year, (3) isolation of significant differences in operating patterns, (4) separation of core costs from exogenous costs, (5) evaluation of the internal management and efficiency of day care centers, (6) development

of accurate and detailed cost comparisons between day care centers, (7) application to other types of child care arrangements, (8) accumulation of normative data on the costs of operating day care centers, (9) an examination of the ratio of capitalization to operating costs, and (10) use by persons who do not have special training. The manual is divided into six main sections: Introduction, Reporting Income, Reporting Expenses, Attributing Total Operating Costs to the Functions Performed, Calculating the Units of Service Provided, and Cost Analysis. (CK)

ED 060 931 PS 005 385

Conference on Child Language (Chicago, Illinois, November 22-24, 1971). Preprints.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date 71

Note—530p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Bilingual Education, Bilingualism, *Child Language, Conferences, Curriculum Development, Early Childhood Education, Ethnic Groups, *Language Development, *Preschool Learning, Second Languages, Social Factors, Sociolinguistics

Preprints of 24 papers presented at a conference, the subject of which was "The Learning of Two or More Languages or Dialects by Young Children, Especially between the Ages of Three and Eight, with Particular Attention to the Social Setting," comprise this report. The six sections of the conference were: Home and Preschool Language Learning; Curricular Patterns in Early Bilingual Schooling; Linguistic Factors in Bilingualism and Bidialectalism; Socio-Linguistic Factors in Bilingual Education; Various Aspect of Child Language; and Planning for the Future. (DB)

ED 060 932 PS 005 408

Chittenden, Edward A. Bussis, Anne M.

Open Education: Research and Assessment Strategies.

Pub Date Nov 71

Note—11p.

Available from—Paper presented at the annual meeting of the National Association for the Education of Young Children (Minneapolis, Minn., Nov. 6, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beliefs, Changing Attitudes, *Child Development, Cognitive Processes, Communication Skills, Concept Formation, Conceptual Schemes, Educational Change, *Educational Research, Environmental Influences, Evaluation Techniques, *Interviews, Learning Activities, *Open Education, Perceptual Development, *Program Evaluation, School Role, Social Change, Technology, Writing Skills

Identifiers—*Great Britain

Interest in "open" education has been stimulated by reforms going on in the British primary school. It is also stimulated by a belief that British schools must become more responsive to the people they are intended to serve and less controlled by institutional routines and technological requirements. A two-dimensional scheme is proposed for conceptualizing various kinds of educational environments. The scheme requires that two sets of questions be asked. The first set deals with the child as learner. To what extent does he affect what happens to him? The second set relates to the teacher's contributions in influencing the nature and direction of learning. The point is made that in the current enthusiasm for open education, centrality of the teacher's role is often overlooked. Thus, one critical focus for the evaluation of open education is a focus on teachers. An initial approach to such evaluation might be an interview study of teachers who are working in open settings. Topics discussed would be working environment and the process of open teaching itself. The research focus on children included attempts to look at communication, perception of school, intuition, writing, and quantitative concepts. (CK)

ED 060 933 PS 005 415

Mathematics in Primary Schools. Third Edition.

Schools Council, London (England).

Report No—Curriculum-Bull-1

Pub Date 69

Note—165p.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London W.C.1, England (10 shillings)

Document Not Available from EDRS.

Descriptors—Arithmetic, Bulletins, Children, Concept Formation, Concept Teaching, Decision Making, Discovery Learning, *Early Childhood Education, *Educational Change, Guides, Inservice Teacher Education, Learning Processes, *Mathematics, Objectives, *Primary Grades, *Problem Solving, Psychological Studies, Research, Resource Materials, Student Ability, Student Participation, Teacher Education

Mathematics in the primary schools is discussed. This bulletin puts forth some suggestions to assist individual teachers in reaching their own decisions about changes and developments in the curriculum. The bulletin is divided into nine chapters. Two factors described in Chapter 1 and 2 support views expressed in the introduction. First, the changes now affecting mathematics are part of a wider movement enveloping the whole pattern of education. Secondly, the research undertaken during the past 20 years into the psychology of learning provides unchallengeable evidence that sound and lasting learning can be achieved only through active participation. Chapters 3, 4, 5 and 6 comprise the mathematics which teachers have found to be within the capabilities of primary school children of widely differing abilities. Chapters 7 to 9 are directly concerned with teachers' problems. (Author/CK)

ED 060 934 PS 005 416
Platt, Patricia F.

The First Big Step. A Handbook for Parents Whose Child Will Soon Enter School. (El Primer Paso Importante. Guía Para Los Padres Cuyos Hijos Comenzaran Pronto A Asistir A La Escuela.)

National Congress of Parents and Teachers, Chicago, Ill.; National Education Association, Washington, D.C. Association of Classroom Teachers; National School Public Relations Association, Washington, D.C.

Pub Date 66

Note—36p.

Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 (Stock No. 411-12674, Spanish Edition Stock No. 411-12704. Single Copy \$1.00, 2 to 9 copies 90 cents each, 10 or more copies, 80 cents each. Special discounts on 1,000 or more)

Document Not Available from EDRS.

Descriptors—Child Development, Cognitive Development, *Early Childhood, *Guidelines, *Parent Child Relationship, *Parent Role, *Preschool Children, Readiness, Skill Development

These handbooks, available in English and Spanish, are meant as an aid for parents in getting their child ready for school. Topics discussed are: Who Is Your Child; Your Child Wonders; Growing Out (at home, in the outdoors, and visiting the school); Becoming Aware; Building Blocks; Building Skills at Home; The World of Books; The Happy Child (Your Child and Food, Good Health Habits, Safety First); Getting Along; and Something of His Own. (DB)

ED 060 935 PS 005 422

Brigham, Thomas A.

Towards an Operant Analysis of the Acquisition of Conceptual Behavior.

Kansas Univ., Lawrence. Dept. of Human Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-52242-4433(100)

Note—53p.; Behavior Analysis Program, Background Paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Animal Behavior, *Behavioral Science Research, *Children, *Cognitive Development, *Concept Formation, Discrimination Learning, Generalization, Learning Theories, Mathematical Concepts, Models, Reinforcement, *Stimulus Behavior

Identifiers—*Project Follow Through

A model for the analysis of simple human conceptual behavior, based on the apparent similarities of human conceptual behavior and that of inhuman subjects, is developed. A minimum definition of conceptual behavior is given: A single response, verbal or nonverbal, under the discriminative control of a group of stimuli whose parameters are defined by the differential reinforcement of the environment. In addition to the

role of differential reinforcement in the development of stimulus control, other variables which are very important for the form of that control are procedures effecting stimulus presentation or stimulus programming. It is likely that programming procedures play increasingly important roles in the development of conceptual behavior as that behavior becomes more complex. One important set of behaviors which appears to fall into successive levels of complexity is mathematics; an analysis of the behavior of counting is given. The model developed consists basically of two assumptions about concept formation: (1) concepts are discriminated operants, with the major controlling variable being differential reinforcement; and (2) learning set procedures teach an organism to discriminate and quickly respond to differential consequences, and the same lesson may be learned at a slower rate while acquiring a large group of concepts in childhood. (DB)

ED 060 936 PS 005 426

Aspects of the Acquisition of English Phonology.

Stanford Univ., Calif. Committee on Linguistics. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 70

Note—19p.; NSF Grant GS-2320, Progress Report July 1, 1968-November 1, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, *Consonants, *Early Childhood, English, *Language Development, Language Research, Linguistics, Oral English, Perceptual Development, *Phonology, Research Methodology

Identifiers—Shvachkin (N Kh)

Progress in an extensive, linguistically oriented program of research on child language development is reported. The ultimate purpose of the research is to contribute to a general theory of human language behavior; more immediate goals are the increased understanding of language development processes and improved characterizations of particular languages. The first stage of research, the project "Aspects of the Acquisition of English Phonology," has four principal areas of study: (1) production of initial English consonants; (2) recognition of initial English consonants; (3) phonotactics, in particular the production and recognition of certain English consonant clusters. The state of each of the principal areas and plans in each area during the remainder of the grant period are presented. Substantive results reported concern (1) modal order of acquisition, (2) Shvachkin research method, and (3) value of multiple approach. By-products of the research include the following: (1) new interdisciplinary focus to child language research at Stanford; (2) new means of information exchange on child language research; (3) new publication of working papers; and (4) child language data archive. Future research will concentrate on other parts of English phonology using the same multiple approach and the extension of the study to the phonology of other languages. (DB)

ED 060 937 PS 005 427

Ferguson, Charles A.

Aspects of the Acquisition of English and Spanish Phonology.

Stanford Univ., Calif. Committee on Linguistics.

Note—47p.; Research proposal

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Child Language, Consonants, Data Analysis, Early Childhood, *English, English (Second Language), *Language Development, Language Research, Linguistics, Mexican Americans, Oral Communication, Phonetics, *Phonology, Research Methodology, *Spanish, Speech Skills

Identifiers—Garnica (Olga), Shvachkin (N Kh)

A series of studies will collect empirical data on consonant development in children, in relation to three major issues of phonological theory: basic units, universal hierarchy, and recognition vs. production. Topics of investigation will be: English initial fricatives, English glide consonants singly and in clusters, and Spanish intervocalic consonants. Subjects of the studies will range from 1 year to 4 years of age. Spanish-speaking children will be from the Redwood City Mexican-American community. Methods of investigation will include the Shvachkin-Garnica discrimination technique, observation of spontaneous production, word imitation, and the use of published diary studies. On the basis of Jakobson's theory of child phonology development and six addi-

tional principles, a number of specific problems and explicit hypotheses will be investigated. (Author/DB)

ED 060 938 PS 005 428

A Useful List of Classroom Items That Can Be Scrounged or Purchased.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Note—21p.

Available from—Early Childhood Education Study, Education Development Center, Inc., 55 Chapel Street, Newton, Mass. 02160 (\$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Catalogs, Classroom Materials, Community Action, *Cost Effectiveness, Day Care Services, *Early Childhood Education, *Educational Research, *Instructional Materials, Objectives, *Open Education, Resource Materials

Identifiers—Head Start Programs

This Materials List is in three parts: (1) scrounge list, (2) free and inexpensive materials, and (3) supplies and materials to be purchased. This list is designed to help teachers in setting up classrooms for children based on the open approach to education. While many of the items included in Part 3 may impose too great a burden on budgets for Head Start, community action or day care center classrooms, they are included as useful reference materials for all teachers. (Author/CK)

ED 060 939 PS 005 432

Sugerencias para la Evolucion del Desarrollo: 0-5 Anos (Stages for the Development of Discovery [Learning] in 0-5 Year-Olds).

Organization of American States, Washington, D.C.

Pub Date 70

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discipline, *Discovery Learning, *Early Childhood, Individual Development, Language Development, *Mental Retardation, Motor Development, Nutrition, Play, *Preschool Children, Psychological Patterns, Psychomotor Skills, Rating Scales, Reference Materials, Sleep, *Stimuli

Some points that may serve as a foundation of experience and reference in the stimulation of mentally retarded children during the years of one through five are presented. Points of development are given for the following breakdowns of time: three months, six months, nine months, 12 months, 18 months, two years, three years, four years, and five years. Areas of development covered for these periods are: motor skills, toilet habits, eating habits, discipline, dressing and undressing, language, habits of sleep, play. Rating forms are included. (CK)

ED 060 940 PS 005 433

Muller, Elsa

Consideraciones sobre la Ansiedad en la Primera Infancia (Considerations Concerning Anxiety in Early Infancy).

Organization of American States, Washington, D.C.

Pub Date 69

Note—7p.; Contribution of the Inter-American Children's Institute to the first Latin American Congress on Infant Psychiatry (Punta del Este, Uruguay, November 23-26, 1969)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adoption, *Anxiety, Child Development, Early Childhood, *Infants, *Mothers, *Parent Child Relationship, Problem Solving, *Working Women

The results of an experience obtained while working with children in the early stages of infancy are presented. They are basically observations taken of a child's reaction to sudden changes, particularly separation from its mother. Anxiety was observed in these infants in diverse circumstances; in some cases it was at a normal level and in others at an intense level. This group of children was composed of children of mothers who worked, who left their babies at seven in the morning and came to pick them up in the afternoon. Other areas discussed are the infants' relationship with their mothers and problems surrounding adoption. (CK)

ED 060 941 PS 005 455

Hearing before the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, United States Senate, Ninety-Second Congress. First Session on White House Conference on Youth—Examination of Recommendations.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 2 Aug 71

Note—395p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (no price quoted)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Attitudes, *Children, Community Involvement, *Conferences, *Legislators, *Political Issues, Problem Solving, Racial Discrimination, *Youth

A record and interpretation of the Senate hearings on the White House Conference on Youth are presented. Various concerns of youth are pursued. These include: jobs, education, an end to discrimination (racial and otherwise), and the quality of life in the United States. The basic themes that ran through the work of the Conference include: youth involvement, community control and participation, equality and pluralism, libertarianism, and humanization. The transcript of the hearing and related material comprise the first 58 pages of this document; the remaining pages contain Recommendations and Resolutions of the 1971 White House Conference on Youth (see ED 052 395). (CK)

ED 060 942 PS 005 456

Holden, Marjorie H. MacGinitie, Walter H. Metalinguistic Ability and Cognitive Performance in Children from Five to Seven.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Cognitive Development, Comparative Analysis, *Early Childhood, Grade 1, Kindergarten Children, *Language Development, Language Research, Tests, *Word Recognition

Identifiers—Piaget(Jean), Riddle Interview, Word Awareness Test

The purposes of this study were: (1) to determine whether there is a developmental sequence in the child's acquisition of certain metalinguistic abilities; and (2) to determine whether the child's acquisition of these metalinguistic abilities is related to Piagetian operations. The measure of metalinguistic ability on which this study focused was word awareness, or the ability to separate and identify words presented in context. The subjects were 100 children, 50 from a kindergarten and 50 from the first grade of a public school. The children were tested on the Word Awareness Test, three Piagetian seriation tasks, two seriation tasks devised by Almy, a standardized Riddle Interview, a group IQ test, and a reading readiness test (for kindergarten subjects) or reading achievement test (for first grade subjects). Factor analysis and analysis of variance were performed. The findings show a rapid increase in word awareness at about age six, and substantiate the theoretically predicted order of difficulty of the item types (lists, sentences, and homophones). The relationship between the Word Awareness Test and the Piagetian tests of seriation was low. (DB)

ED 060 943 PS 005 466

Ayllon, Teodoro. And Others. Prekindergarten Program Evaluation. Summer, 1971.

Atlanta Public Schools, Ga.

Pub Date 71

Note—46p.

Journal Cit—Research and Development Report; v5 n3 Summer 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Behavioral Science Research, *Behavior Change, *Comparative Analysis, Concept Formation, Educational Programs, Emotional Development, Individual Development, Laboratory Techniques, Measurement Instruments, *Preschool Children, *Program Evaluation, Projects, Public Schools, *Reading Programs, School Systems, Teacher Attitudes, Universities

Identifiers—Atlanta Public School System, Elementary and Secondary Education Act Title 1, Georgia State University

The Atlanta Public School System conducted four major programs during the summer of 1971. These were Youth-Tutoring-Youth, Community Schools, Handicapped Children, and Prekindergarten Instruction. Evaluation of the Prekindergarten (Pre-K) project was contracted to the Laboratory for Applied Behavior Research at Georgia State University. The Laboratory agreed to: (1) provide consultants to assist in the implementation of behavior modification techniques for use with two basic reading programs utilized in the Pre-K classes, (2) evaluate the use of each reading program in the Pre-K classrooms, irrespective of the program's association with behavior modification procedures, (3) describe the overall academic activities of the Pre-K classes, and (4) suggest specific changes for future Pre-K projects. The BRL Skills and Concepts Survey was used as the evaluation instrument for this program. After the pre-program measures were taken, the children were divided into two groups: (1) those whom the teacher considered emotionally, behaviorally, and intellectually ready for the BRL reading program, and (2) those whom she considered too young or otherwise not adequately prepared for the BRL format. A main result of this study was the finding that the BRL reading program is superior to others. (Author/CK)

ED 060 944 PS 005 468

Friedland, Seymour J.

The Development of Role Concepts.

Pub Date Apr 71

Note—11p.; Paper presented at the Society for Research in Child Development Meetings (Minneapolis, Minnesota, April 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, Child Development, *Cognitive Development, *Concept Formation, *Elementary School Students, *Role Perception

The development of role concepts, as revealed in the ways in which children of different ages conceptualize specific occupational roles, is presented. The conceptualization of roles was studied in groups of 10 boys and 10 girls each from the first, third, and sixth grades. The mean ages of the groups were 6.9, 8.9, and 11.9 years, respectively. Each subject's original response to each of five role concept formation situations was assigned to one of the three following categories: (1) Non-relevant, Irrelevant Response, (2) Concrete Role Identification, and (3) General Role Functions. Differences in type of role conceptualization were analyzed by means of a chi square. The analysis showed that (1) in the youngest group, conceptualizations fell primarily into the category of Concrete Role Identification; (2) in the two older groups, more than half of the responses fell into the General Role Function category; the number being highest for the oldest group. For all groups, the number of children classified as primarily giving non-relevant responses was minimal. No significant differences due to sex were found. It is concluded that there appears to be a developmental progression from role concepts based on concrete-specific acts and details to those based on general abstract functions. (DB)

ED 060 945 PS 005 469

Prescott, Elizabeth

Group and Family Day Care: A Comparative Assessment.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Feb 72

Note—22p.; Prepared for Family Day Care West - A Working Conference *asadena, Calif., February 18-19, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Cost Effectiveness, *Day Care Programs, *Day Care Services, *Family Environment, Group Activities, Mothers, Parent Attitudes, *Program Evaluation, Research, Staff Orientation, Surveys, Teacher Education, Teacher Qualifications, Working Women

The point is made that studies of day-care use consistently confirm that the most common form of day care is in-home day care by a relative or another person. Group care as it now functions is most practical for a mother who works regular daytime hours and lives within manageable commuting distance of a center. The yearly costs per child reported for group care have ranged from a

low of \$400 to \$1300 reported to a high of \$2195 to \$3895. Costs in family day care range from \$114 to \$1170 per year with an average of \$1040. Surveys of mothers' satisfaction with care all report fairly high satisfaction with their out-of-home arrangements. At present, there is little information on the effects of day care. The definition of quality care given in this study is a program which substitutes for a good home. Findings of this study also include: (1) Size of day care centers is directly related to the quality of the program; (2) There did not appear to be any great differences in the quality of the programs related to auspices; (3) The quality of teacher performance is directly related to the type and amount of staff training; and (4) Staff of quality day care programs were judged to be more child-centered. (CK)

ED 060 946 PS 005 471

Zigler, Edward

Children's Needs in the 70's: A Federal Perspective.

Pub Date 4 Sep 71

Note—18p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Child Care Workers, Child Development, *Childhood Needs, Day Care Services, *Disadvantaged Youth, Grouping Procedures, High School Students, *Parent Education, *Social Responsibility, Socioeconomic Influences

Identifiers—Homestart Program, *Project Head Start

The Director, Office of Child Development (DHEW), discusses the nation's treatment of its children. The shortcomings of the country and society are described in relation to the treatment of foster children, adoption laws, children's institutions, and the attack on Head Start. Director Zigler states that a look at the goals of the Head Start program shows that what has been achieved is quite impressive. He further states that he believes that it is the most important social action effort ever mounted on behalf of needy children in this country. He foresees a progression from Head Start to types of centers that would provide a variety of services for children, one very important one being day care. These centers of the future, he feels, must be heterogeneous in terms of socioeconomic classes. What this nation must do, Director Zigler says, is develop an entirely new cadre of child care workers, along with more circumscribed training which will receive formal recognition. He also recommends that this nation develop centers to help parents in the parenting function; we should insist, he states, that as part of high school life, every adolescent receives courses in parenting-tutoring children and working in day care centers. Other help for parents will be through programs such as Homestart and a "Sesame Street" for parents. (DB)

ED 060 947 PS 005 472

Adkins, Dorothy C. And Others

Home Activities for Preschool Children. A Manual of Games and Activities for Use by Parents with Their Children at Home, to Foster Certain Preschool Goals.

Hawaii Univ., Honolulu.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Sep 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Cognitive Processes, *Educational Games, Educational Objectives, Educational Programs, *Home Instruction, Individual Development, Instructional Materials, Intellectual Development, *Manuals, Mothers, Nursery Schools, Parent Child Relationship, *Parent Participation, Parent Role, *Preschool Children, Role Perception, Skill Development, Socialization, Teacher Role

Identifiers—Project Head Start

The primary purpose of this manual is to present actual games used in programs designed to involve Head Start parents in the intellectual and social-emotional development of their children. A brief history of previous experience in working with parents of preschool children is also given. Four primary areas of concern have emerged as the work of the Center with parents progressed: (1) Many parents did not possess

basic information about normal child development; (2) Many parents had inaccurate perceptions of the role of a nursery school; (3) Many parents did not have the skills or knowledge of available resources to provide stimulating activities that would enhance the cognitive development of their children; and (4) The personal developmental needs of the parents themselves could not be ignored if they were to improve their competence in the first three areas. The construction of the games led to three accomplishments: (1) A more comfortable situation for talking about the child was provided when the teacher and parent were doing something together while talking; (2) Having a game or definite activity to carry out at home enabled the mother to put into practice her role as a teacher; and (3) As the parent and child played a game together, the mother saw not only herself as a teacher but also her child as a learner, one who was able to learn. (CK)

ED 060 948 PS 005 475

Adkins, Dorothy C. And Others

Music for Preschool: Accompanied by Songbook.
Hawaii Univ., Honolulu.

Spons Agency—Office of Economic Opportunity,
Washington, D.C.

Pub Date Sep 71

Note—175p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Aids, *Curriculum Design, Educational Objectives, Guides, *Instructional Materials, Learning Activities, Lesson Plans, *Music Education, Planning, *Preschool Children, Scheduling, Tape Recordings, *Teaching Techniques, Textbooks

A curriculum for preschoolers in music education is presented. It consists of three sections: Introduction, General Teaching Suggestions, and Materials and Activities. The Introduction outlines the objectives of the program and presents ideas relating to scheduling, planning and selection of materials, as well as the use of music in fostering general preschool aims. Section II clarifies overall techniques in teaching music to children. Materials and Activities contains suggested songs, recordings, and activities that the teacher should select when planning the program. (Author/CK)

ED 060 949 PS 005 476

Adkins, Dorothy C. And Others

Physical Activities for Preschool.
Hawaii Univ., Honolulu.

Spons Agency—Office of Economic Opportunity,
Washington, D.C.

Pub Date Sep 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Body Image, *Course Content, *Curriculum Design, *Educational Objectives, Educational Programs, Individual Development, Interaction, Motor Development, *Physical Activities, *Preschool Children, Psychomotor Skills, Self Concept

Identifiers—*Hawaii University

The underlying premise of the University of Hawaii Physical Activities for Preschool curriculum is that important contributions to a positive self-concept are made by motor independence and a realistic body image. Program objectives include: (1) the development of strength, endurance, and flexibility in skills that involve the muscles, cardiovascular and respiratory systems, and skeletal system; (2) the development of perceptual-motor skills; (3) the development of motor skills; (4) the development of certain spatial-temporal motor concepts; and (5) the development of a positive attitude toward physical activity, toward social interaction, and toward the self. The program consists of a sequence of increasingly complex motor activities, with alternative activities for most objectives to accommodate the varied needs and interests of individual children. (CK)

ED 060 950 PS 005 477

Adkins, Dorothy C. Balliff, Bonnie L.

Motivation Curriculum. A Curricular Module Designed to Promote Motivation for School Achievement.

Hawaii Univ., Honolulu.

Spons Agency—Office of Economic Opportunity,
Washington, D.C.

Pub Date Aug 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Affective Objectives, *Child Development, Class Activities, Conceptual Schemes, Course Content, *Curriculum Design, Discovery Learning, Educational Objectives, Goal Orientation, Instructional Materials, *Interaction, Learning Experience, *Models, *Motivation Techniques, Organization, Response Mode, Self Concept, Student Evaluation, Teacher Role, Thought Processes

The classroom interactions and activities described in this document are intended to provide experiences that will increase the probability of the occurrence of each of the response constituents of motivation to achieve in learning in school. These materials have been organized into five units; each unit emphasizes one of the five constituents: affective, conceptual, purposive, instrumental, and evaluative. The purpose of such an organization is to enable the teacher to focus her attention on and increase her ability to perceive the unique nature of each of the responses. Within each unit, one constituent of motivation is magnified at one time, and another at another time. In Unit II it is suggested that the teacher set up some goals for each child in order to give him an opportunity to do something that he will be able to do and thus to help him increase his self-confidence, whereas in Unit III it is suggested that the child be encouraged to set up his own goals. The primary focus of all the experiences suggested is to develop a child's ability to function in processes, i.e., ways of thinking. (CK)

ED 060 951 PS 005 479

Strand, Roger And Others

Who Cares for the Children? A Study of Child Care in Olmstead County, Minnesota, 1970.

Synergetic Systems, Inc., Minneapolis, Minn.
Spons Agency—Olmstead County Dept. of Social Services, Rochester, Minn.

Pub Date 70

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Child Development, Community Involvement, *Data Collection, Day Care Programs, *Day Care Services, Early Childhood, Employer Attitudes, Financial Needs, Improvement Programs, Interviews, Mothers, Parent Attitudes, Preschool Children, Questionnaires, *Research, Resource Centers, Social Services, *Working Women

Identifiers—Minnesota, *Olmstead County

An attempt was made to gather information about working women and to learn what provisions they made for the care of their preschool age children while they worked. In the pursuit of this information, the following tasks were performed: (1) documentation of where and how children are cared for while their mothers work; (2) finding out what working mothers want regarding care for their children; (3) study of the interrelated elements between child care arrangements and the mothers' work situations; (4) drawing up of specific conclusions from the study so that future discussions and plans are based upon reliable evidence; and (5) prescribing of avenues for future action based on documented needs of the community. To obtain this information, two separate questionnaires were designed: one for the mother and the other for the employer. Findings of this study include: (1) Working mothers are here to stay; (2) The number of women in the labor market grows each year; (3) Parents are prone to accept custodial care as being sufficient; (4) Working mothers choose child care arrangements that are most convenient; and (5) Day care services are often poorly defined. It is recommended that: (1) A day care communications center be established; (2) Programs presently providing group day care services to children be improved; and (3) A resource center for licensed family day care mothers be established. (CK)

ED 060 952 PS 005 480

Emlen, Arthur C. Watson, Eunice L.

Matchingmaking in Neighborhood Day Care: A Descriptive Study of the Day Care Neighbor Service.

Oregon Univ., Portland.

Spons Agency—Children's Bureau (DHEW),
Washington, D.C.

Pub Date 30 Oct 70

Note—122p.; Child Welfare Research Grant R-287

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agency Role, Child Care, Children, *Community Involvement, Consultation Programs, *Cooperative Programs, Data Collection, *Day Care Services, Family Life, Information Dissemination, Intervention, Mothers, *Neighborhood, Objectives, Problem Solving, Program Evaluation, *Referral, Research, Social Services, Working Women

Identifiers—*Day Care Neighbor Service

The results of a more than two-year operation of a new kind of day care service known as the Day Care Neighbor Service are presented and evaluated. This service makes it possible to intervene at the neighborhood level where families privately and without benefit of a social agency make day care arrangements with neighborhood "sitters" or caregivers. The approach is indirect and makes use of informal relationships to provide a service that is decentralized to the level of the neighborhood. The purpose of the service is to strengthen existing child care arrangements, recruit new day caregivers, and facilitate the information and referral processes by which new arrangements are made. Some facts gleaned from this study include: (1) The need for day care consists of a lack of facilities and problems in making arrangements; (2) The informal matchmaking system exists and should be left intact; (3) The feasibility and effectiveness of the service depend on the skill of the consultant in the use of consultation method; (4) The service is effective in stabilizing and improving the quality of private family day care arrangements; (5) The Day Care Neighbor Service has a unique applicability; and (6) The Day Care Neighbor Service is a program adjunct that can be attached to a variety of settings. (CK)

ED 060 953 PS 005 486

State Implementation of Federally Financed Day Care Programs. Day Care Survey—1970.

Office of Economic Opportunity, Washington, D.C. Evaluation Div.

Pub Date 70

Note—316p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adolescents, *Child Care Centers, *Day Care Programs, Day Care Services, Federal Aid, *Federal State Relationship, *Preschool Children, Program Descriptions, Social Services, State Aid, Surveys

Identifiers—Project Head Start

Program information contained in this volume is based upon reports submitted by State agencies and Federal regional offices that have either direct or indirect involvement with federally sponsored programs which may provide direct day care services or support for day care activity. These reports were submitted in response to a national inquiry conducted to develop a single reference of federally financed day care activity in the states as it existed at the launching of Day Care Survey 1970 (September 1970). An index is provided of State implementation of Federal programs. (Author/DB)

ED 060 954 PS 005 487

Summary of Selected State Licensing Requirements: Day Care Centers, Family Day Care Homes. Day Care Survey—1970. Preliminary Edition.

Office of Economic Opportunity, Washington, D.C. Evaluation Div.

Pub Date 70

Note—637p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Abstracts, Admission Criteria, Certification, Child Care, *Day Care Services, *Facility Requirements, *Family Environment, *Personnel Evaluation, Qualifications, *State Standards, Surveys

This volume of abstracts of child day care facility licensing requirements is intended to serve as an introduction to selected aspects of the licensing process within the several states by reviewing (1) the various definitions of day care facilities in the jurisdictions covered, and (2) the prescribed regulations established by the states to effect accord with minimum state licensing standards. Part I of the Summary covers day care centers, and Part II covers family day care homes. Entries are also included for the District of Columbia and Puerto Rico. The areas of primary focus are: Child Eligibility—Age and Health; Staff/Child Ratios; Enrollee Group Size Limitations; Staffing and Adult Supervision Requirements; Staff Qualifications—Age, Training,

Health; Laws, Ordinances, Regulations, and Administrative Approvals (Other Than Specific Day Care Provisions) to Which Facilities Are Subject; Provisions Relating to Physical Expansion of Facilities; Investigation and Inspection of Facilities; Useable Space for Operations - Floor Levels; Indoor/Outdoor Space Requirements; Individual Napping Accommodations Requirements; Isolation Space Requirements; and Child Nutrition - Meal and Snack Service. Appendix I contains 11 Tables, and Appendix II presents Operator/Staff Eligibility - Other Constraints. (For related document, see PS 005 486.) (Author/DB)

ED 060 955 PS 005 490

Emlen, Arthur C. And Others

Child Care by Kith: A Study of the Family Day Care Relationships of Working Mothers and Neighborhood Caregivers.

Oregon State Univ., Portland.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 71

Note—339p.; Children's Bureau Grant R-287

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Attitudes, Caucasians, *Child Care, Child Development, Data Analysis, Data Collection, *Day Care Services, Family Life, Interaction Process Analysis, Measurement Instruments, Middle Class, Mothers, Objectives, *Parent Attitudes, *Preschool Children, Rating Scales, Research, Urban Areas, *Working Women

A study on child day care is presented. The primary function of the research strategy was to pretest and develop an independent sample measurement scales to use in a panel study. The focus of the research is on family day care arrangements made by working mothers for children under six years of age. The sample used was a fairly successful one of ongoing private family day care arrangements of white, urban working mothers with at least one child under six years of age from a broadly representative cross section of occupations. One fact gleaned from data collection is that most mothers who have their children in private homes prefer these homes over day care centers and most mothers who would prefer day care centers already have placed their children in them. Various facets of family day care arrangements which were studied include: (1) sitter motivation, (2) mother-sitter relationship, and (3) mothers' and sitters' satisfaction with the day care arrangement. (CK)

ED 060 956 PS 005 494

Nieman, Ronald H.

Early Childhood Education Project Evaluation, 1969-70. ESEA Title I.

Cincinnati Public Schools, Ohio.

Pub Date 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, Child Development, *Communication Skills, Comparative Analysis, Disadvantaged Youth, *Early Childhood Education, Health Education, Inservice Teacher Education, Intervention, Kindergarten Children, Language Skills, Low Income Groups, *Parent Participation, Perceptual Development, Preschool Children, *Program Evaluation, *Reading Readiness Tests

Identifiers—ESEA Title I Projects, *Metropolitan Reading Readiness Test

The Early Childhood Education Project in 1969-70 maintained the same basic emphasis as in preceding years. The primary focus was on communication skill development and parental involvement. The results of this year's operation show evidence that the more treatment given preschool-age children, the more positive the results will be. Project children attending all-day kindergarten classes performed significantly higher than those children in the traditional half-day classes on the "Metropolitan Reading Readiness Test." (Author)

ED 060 957 PS 005 495

Nieman, Ronald H.

Early Childhood Education Project Evaluation, 1970-71. ESEA Title I.

Cincinnati Public Schools, Ohio.

Pub Date 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Skills, *Comparative Analysis, Concept Formation, *Early

Childhood Education, Inservice Teacher Education, *Kindergarten, Parent Participation, *Preschool Programs, Program Evaluation, Reading Readiness, *Test Results

Identifiers—Boehm Test of Basic Concepts, ESEA Title I Projects, Metropolitan Reading Readiness Test

Results of an evaluation of the Early Childhood Project for the 1970-71 year are presented. The program continued to focus upon communication skill development and parent involvement. Inservice training for teachers and aides was continuous throughout the year. To determine if more organized, purposeful early childhood experiences would enable the child to attain a higher score on standardized tests, in November 1970 the Boehm Test of Basic Concepts was administered to 363 All Day Kindergarten with Pre-School students, 49 All Day Kindergarten without Pre-School students, and 141 Half-Day Kindergarten students. The Metropolitan Reading Readiness Test was administered in April 1971 to a random sample of six All Day Kindergarten classes and six comparable Half-Day Kindergarten classes. A total of 806 kindergarten students, only 509 of whom had pre-school, were administered the Boehm in September 1971. Comparisons were made between pre-school and non-pre-school children months after the end of the pre-school treatment. The results showed the pre-school group scored significantly higher than the non-pre-schoolers at the .01 level. Results of the Metropolitan Reading Readiness Test show All Day Kindergarten students to have nearly double the mean of the Half-Day Kindergarten students. (DB)

ED 060 958 PS 005 498

North Carolina State Supported Early Childhood Demonstration Centers. Second Annual Evaluation: 1970-1971.

Learning Inst. of North Carolina, Durham.

Pub Date Dec 71

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Behavior Change, Child Development, Cognitive Processes, Comparative Analysis, Control Groups, *Demonstration Centers, *Early Childhood Education, Educational Programs, Experimental Groups, Financial Support, Intellectual Development, *Kindergarten Children, Learning Activities, Measurement Instruments, *Preschool Children, *Program Evaluation, Self Concept, State Programs, Test Results

Identifiers—Classroom Behavior Inventory, Early Childhood Assessment Battery, *North Carolina

The second year of a state supported early childhood education program was evaluated, using a pre-post evaluation design involving experimental and control groups. An Early Childhood Assessment Battery was administered to 720 five-year-olds enrolled in the kindergarten program by their teachers. The control group (178) were tested locally. Results include: (1) The steadiness of the trends in non-cognitive areas from the beginning to the end of the year, and from one year to the next, gives confidence that the Classroom Behavior Inventory is a means for measuring non-cognitive aspects of children's school experiences; (2) Helping increase children's behavior in the areas of the positive behavior traits—and decrease the negative—has a positive effect upon cognitive performances; (3) In cognitive changes, the experimental group exceeded the control group in absolute scores on every test; (4) All children who attended kindergarten the year before are maintaining a reasonable average with respect to national norms; and (5) The children who had attended kindergarten the year before continued to make substantial gains between the beginning and ending of first grade on all measures. (Author/CK)

ED 060 959 PS 005 504

Hoffman, Stevie Mottola, Niel

A Resource Guide for an Exploratory Curriculum for Three-Year Old Migrant Children.

Florida Univ., Gainesville. Coll. of Education; Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Pub Date Jul 71

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Consultation Programs, *Curriculum Design, Educational Programs, Environmental Influences, Family Influence, Inservice Education, Intellectual Development, Language Development, Learning Experience, *Migrant Child Education, Migrant Children, Models, *Objectives, *Preschool Children, Psychomotor Skills, Research, *Resource Guides, Self Concept, Workshops

The rationale for the curriculum design for three-year-old migrant children in an expanded-day educational program is presented. Consideration is given for each of the program phases, the learning environment, the rationale for a pre-service workshop and on-going in-service consultancy. This curriculum is based on the premise that, because of the nature of the working and living conditions of migrant families, these children are learning from (1) a limited environment, (2) more indirect modeling of peers and older siblings than from parents, and (3) little, if any, planned and defined learning experiences. Included in the design of the curriculum are: (1) a language-oriented program to bridge the gap between home and school oral language, (2) a task-oriented program to increase the child's ability to solve problems at his particular stage of intellectual and motor-skill development; (3) an experience-oriented program to assure opportunities for effective relating to school and the larger community, and expanding his knowledge beyond the immediate home environment, (4) a social-emotional development program conducive to growth in self-esteem, and (5) a health and nutritional program to enhance physical well-being necessary for the realization of a total life program. (Author/CK)

ED 060 960 PS 005 505

Newell, John And Others

Migrant Early Childhood Education Program in Hardee County, Florida: An Evaluation.

Florida Univ., Gainesville. Coll. of Education; Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Pub Date Aug 71

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Curriculum Design, Day Care Programs, Early Childhood Education, *Educational Programs, Intellectual Development, Measurement Instruments, *Mexican Americans, *Migrant Child Education, Migrant Children, Objectives, *Pilot Projects, *Preschool Children, Professional Occupations, Program Evaluation, Self Concept, Teacher Education, Teachers, Test Results

Identifiers—Leiter International Performance Scale

A pilot project for three-year-old migrant children was conducted. Its purpose was to design and implement a curriculum for 35 Mexican-American children, ages 3.0 to 3.9, and to evaluate the effect of this curriculum on these children. The program included an extended day care program supervised by two teachers and eight teacher aides. The project was evaluated using a number of measures assessing intellectual development, competency in language skills, cognitive skills, physical skills, and self-concept development. Growth in the area of intellectual competence was reflected by a significant increase on the Leiter International Performance Scale. The check list completed by the teacher on each of the children also reflected growth in the areas of language development, cognitive development, physical development, and self-concept. The data collected on the project reflects the effect of an organized curriculum implemented by teachers and teacher aides and supervised by professional personnel on migrant three-year-old children. (Author/CK)

ED 060 961 PS 005 506

Bibliography of Research in Children, Youth, and Family Life at THE Institute for Social Research.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Pub Date Jun 71

Note—24p.; ED 044 473 is the 1970 edition of this bibliography

Available from—Items preceded by ISR number may be obtained from Publications Div., In-

stitute for Social Research, P.O. Box 1248, Ann Arbor, Mich. 48106 (prices as specified); Doctoral dissertations from Univ. Microfilms, 300 N. Zeeb Road, Ann Arbor, Mich. 48103; Others From Authors or Publishers or Journals

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Children, *Family Life, Publications, *Research, Social Sciences, *Youth

This bibliography includes only those materials on Research in Children, Youth, and Family Life at the Institute for Social Research that are currently available. The source of each entry is given, and complete ordering information is provided. (DB)

ED 060 962 24 PS 005 514

Noward, Norma K., Comp.

Mother-Child Home Learning Programs: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0288

Pub Date Apr 72

Contract—OEC-0-70-2623(519)

Note—47p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Avenue, Urbana, Ill. 61801 (Catalog No. 1300-21, \$0.80)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Bibliographic Citations, Child Development, Guides, *Home Instruction, *Learning Activities, Mothers, *Parent Child Relationship, Parent Participation, Parent Role, Periodicals, Research, Teachers

The intent of the programs described in publications cited in this bibliography is to help parents in the home setting to become better parents of their young children. Studies show that home programs in which the parent is involved as teacher benefit not only the target child, but also result in a beneficial diffusion effect to siblings. A total of 71 abstract annotations and 10 journal references are included. (CK)

ED 060 963 24 PS 005 515

Bernbaum, Marcia, Comp.

Curriculum Guides at the Kindergarten and Preschool Levels: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0288

Pub Date Dec 71

Contract—OEC-0-70-2623(519)

Note—40p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Avenue, Urbana, Ill. 61801 (Catalog No. 1300-3, \$0.70)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Age Groups, *Annotated Bibliographies, Course Content, *Curriculum Guides, Guides, *Kindergarten Children, Objectives, *Preschool Children, Teachers

Curriculum guides that cover a wide range of content area as well as a wide age range are cited in this bibliography with abstracts accompanying each selection. The curriculum guides cited are intended for use by the preschool and kindergarten teacher. A total of 60 selections are presented. (CK)

ED 060 964 PS 005 547

Johnson, Martin L.

The Effects of Selected Experiences on the Classification and Seriation Abilities of Young Children.

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Classification, *Conservation (Concept), Educational Research, *Elementary School Students, Grade 1, Grade 2, Learning Processes, *Mathematical Concepts, Relationship, *Serial Ordering, *Student Testing, Training

The purposes of this study were to: (1) determine the influence of a series of experiences involving the equivalence relation "same length as" and the asymmetric transitive relations "longer than" and "shorter than" on the ability of first and second grade children to classify and seriate objects on the basis of length; (2) investigate the influence of such experiences on the child's ability to conserve and use the transitive properties of the length relations; (3) determine if the subject's ability to use the transitive property of the equivalence relation "same length as" was related to his ability to classify on the basis of the relations; (4) investigate the relationship between the child's ability to use the transitive property of the relations "longer than" and "shorter than" and his ability to seriate on the basis of these relations; and (5) determine if the ability to seriate linear objects is material specific or relation specific. The subjects were 39 first grade and 42 second grade children. Two instructional units were written and taught to acquaint the students with relations used in the study. Tests administered were: Criterion Test, Conservation of Length Relations Test, Transitivity of Length Relations Test, Seriation Test, and Classification Test. The results clearly confirm the hypothesis that seriation ability of "linear" objects can be improved by training. (DB)

ED 060 965 PS 005 549

Johnson, Claudia Anderson

New and Innovative Services and Programs for Children: An Annotated Bibliography.

Pub Date Jun 71

Note—65p.; Ph.D. preliminary examination paper, University of Utah

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Child Care, *Child Development, *Early Childhood, Educational Programs, *Innovation, Objectives

A bibliography which provides the reader with a brief overview of new and/or innovative programs and developments in the area of childhood development, education, and treatment is presented. Programs have been referenced in alphabetical order according to the sponsoring institution. Over 300 annotated entries are given. (CK)

ED 060 966 24 PS 005 603

Blaut, J. M.

Studies of Place Perception in Elementary and Pre-School Education. Vol. I. Final Report.

Clark Univ., Worcester, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0772

Pub Date Sep 71

Grant—OEG-0-8-080772-4493(010)

Note—68p.; Volume I of III; Vols. II and III are supplementary documents. Vol. I will be published as "Place Perception Research Report No. 9"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Behavior Patterns, Cognitive Development, Concept Formation, Cross Cultural Studies, Curriculum Development, *Elementary Education, Environment, Geography, Instructional Materials, *Learning, Learning Theories, Linguistics, *Map Skills, Models, *Perceptual Development, *Preschool Education, Publications, Research Methodology, Research Projects, Social Sciences, Space Orientation

A research project of environmental learning in children is discussed. Most of the studies conducted during the research involved observation of children aged 3-12, in mapping and free environmental behavior, and in curricular experiments using perceptual surrogates for map-learning and macro-environmental conceptualization in the lower elementary grades. Other studies deal with topics related to the central problem of place perception, cognition, and cathexis and the need for data and theory which will assist in reforming macro environmental education in geography, social science, and elsewhere. Topics include psychophysics of map and color perception, unschooled environmental learning in peasant communities, epistemological assumptions (and their origins) underlying macro-spatial teaching, cognitive-cathexis beliefs found in textbooks and analyzed ethnogeographically, and the logical-linguistic-ionic structure of the map language. The main finding has been that mapping behavior is so highly developed before school-en-

tering age that formal map skills and theoretical concepts in geography, social science, etc., are easily and eagerly grasped. A general model of environmental learning has resulted in a curriculum model that is now being tested in three states and Puerto Rico. The Contents of Volume II, Place Perception Research Reports, and of Volume III, Publications, Manuscript Reports and Perceptual Surrogates: Cumulative Files are given. (Author/DB)

RC

ED 060 967 RC 001 733

Flowerman, Paul D.

What Can Be Done for Rural Gifted Children and Youth.

Pub Date 3 Jul 67

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Charts, Counseling Programs, Creativity, *Educational Coordination, *Gifted, *Guidelines, Institutional Role, Instructional Materials, *Rural Education, *Rural Youth, Social Influences, Tables (Data), Teacher Education, Underachievers

Identifiers—Projects to Advance Creativity in Education

An attempt to define some parameters and to establish guidelines for the education of rural gifted children and youth is presented in this report. Parameters of access discussed include access to experiences and environments; in addition, the relationships among some of these parameters are shown in chart form. Also examined are the roles of Projects to Advance Creativity in Education (Title III, Elementary and Secondary Education Act [ESEA] of 1965), institutions of higher education, and other agencies in the coordination of applications for funds under various titles of the ESEA and of the National Defense Education Act. Methods of identifying underachieving gifted students and motivating gifted children are listed, and some existing rural programs for the education of the gifted child are described. (PS)

ED 060 968 RC 002 169

Scott, Willard A.

New Mexico State Indian Student Dropout Study. First Year Report: 1966-67.

New Mexico State Dept. of Education, Santa Fe.

Pub Date 67

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *American Indians, *Dropout Characteristics, *Dropout Research, *Secondary School Students, *Sex Differences, Tables (Data)

Purposes of this study were (1) to identify certain characteristics, influences, and causal factors relating to the school dropout; (2) to determine the extent and nature of the dropout problem among American Indian students in the State of New Mexico; and (3) to bring the dropout problem to the attention of educators throughout New Mexico. A dropout was defined as any student (grades 7-12) who leaves school for any reason other than graduation, transfer, death, or release for early admission to a university. The study included 74 male and 69 female dropouts from 9 New Mexico school districts. It was found that more males than females dropped out; the number of dropouts increased until grade 11; the age at which the greatest number of male dropouts occurred was 17, while more females dropped out at age 16; approximately 29% of the dropouts were released from school because of truancy; 35% were released but the reason for withdrawing was not reported; 14% withdrew because of transfer and/or family move; and the greatest number of males left school in October, while the greatest number of females left school in December. (LS)

ED 060 969 RC 002 237

Jesser, David L.

Annual Report to the Policy Board and the Ford Foundation [Nevada Western States Small Schools Project, 1965-66].

Nevada Western States Small Schools Project, Carson City.

Pub Date Sep 66

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Career Choice, Educational Innovation, *Inservice Teacher Education, Instructional Media, *Program Descriptions, *Small Schools, Supplementary Reading Materials, Workshops
Identifiers—Nevada

The annual report of the initial year of operation of the Nevada Western States Small Schools Project describes the project activities in relation to the implementation and continuing development of programs and the identification of problem areas and possible solutions for small schools. Programs described are: (1) an art-by-telephone programs designed to demonstrate that specialized courses can be taught effectively and that specialized personnel can be used effectively in schools remote from the teaching source; (2) an inservice education program by telecourse designed to demonstrate that college-level courses can be taught simultaneously from a university or college site to widely scattered areas; (3) a specialized inservice education program using the amplified telephone, visuals, prepared materials, etc.; (4) an elementary foreign language project (Project LEEP) designed to determine the effectiveness of certain educational materials needing a minimum of teacher specialization; and (5) a career selection education program designed for smaller high schools to provide the students with information relating to the world of work. Additional major activities include the sponsorship of workshops and demonstrations of an inservice nature to acquaint both teachers and administrators of small schools with emerging technological media, existing educational media, and emerging concepts of instruction. (JH)

ED 060 970 RC 003 748
System Analysis, Program Development, and Cost-Effectiveness Modeling of Indian Education for the Bureau of Indian Affairs. Volume I, Summary and Recommendations.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date [69]
Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Cost Effectiveness, Educational Objectives, *Educational Programs, Models, Problem Solving, *Program Development, Research Methodology, *Systems Analysis
Identifiers—*Bureau of Indian Affairs

The objectives of this project to increase the effectiveness and efficiency of American Indian education through the Bureau of Indian Affairs (BIA) were (1) a system analysis of the BIA schools to identify educational goals and objectives and the critical factors contributing to or impeding educational effectiveness in achieving the goals; (2) formulation of alternative programs responsive to the educational goals and objectives, taking into account the critical factors previously identified; and (3) development of cost-effectiveness models for estimating the probable impacts and relative efficiencies of alternative programs for rational planning and budgeting. Goals and objectives were identified by a process of interviews and projective exercises with educational change agents in the BIA education system. Actual operations were observed in 30 BIA schools on 6 reservations and in Alaska and Oklahoma. Some 150 programs were formulated to satisfy several degrees of budget constraint. Twelve district models were designed to deal with specific school system planning, school management, and instructional problems. The document contains objectives, methods, and results of the project; a discussion of goals of Indian education; a summary of programs developed to respond to the goals of Indian education and its problems; narrative sketches of the models that were designed; and a discussion of the processes of change and implementation. Related documents are ED 032 991 through ED 032 994. (JH)

ED 060 971 RC 005 944

McLaughlin, G. R., Comp.
Ethnology of the Blackfeet.
Browning School District 9, Mont.
Pub Date [70]
Note—341p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*American Indians, Anthologies, Anthropology, *Cultural Background, *Ethnic Studies, Ethnology, *High School Students,

History, *Instructional Materials, Mythology, Religion, Reservations (Indian), Sociology, Values

Identifiers—*Blackfeet

Compiled for use in Indian history courses at the high-school level, this document contains sections on the history, culture, religion, and myths and legends of the Blackfeet. A guide to the spoken Blackfeet Indian language and examples of the language with English translations are also provided, as is information on sign language and picture writing. The constitution and by-laws for the Blackfeet Tribe, a glossary of terms, and a bibliography of books, films, tapes, and maps are also included. (LS)

ED 060 972 RC 005 951

Brubaker, Robert S. And Others
Communication for Change with the Rural Disadvantaged. A Workshop (Washington, D.C., November 1970).

National Academy of Sciences - National Research Council, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
Pub Date 72
Note—118p.

Available from—National Academy of Sciences, Printing and Publishing Office, 2101 Constitution Avenue, Washington, D.C. 20418 (\$3.75 plus \$.25 handling charge; remittance must accompany orders totaling \$5.00 or less)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attitudes, *Changing Attitudes, *Communication Problems, Communication Skills, Community Action, Community Agencies (Public), *Conference Reports, *Disadvantaged Groups, Ethnic Groups, Federal Programs, Objectives, Opinions, Personal Values, Research Needs, *Rural Population, Social Factors

Recognizing that there is a growing communications gap in the nation, the Agricultural Board of the National Academy of Sciences - National Research Council organized a Workshop on Communication for Change with the Rural Disadvantaged held in early November of 1970. Because communication has many facets, participants were chosen from a diverse array. The workshop included persons from the academic community who had made studies of one or another aspect of the problem, representatives of various governmental and private agencies who work with the disadvantaged, and representatives of disadvantaged groups. The workshop proceedings have been prepared with a view to preserving the scholarly aspects of analysis and research, on the one hand, and the flavor and impact of the responses of those who spoke for the disadvantaged, on the other. The following papers are presented in the proceedings publication: Nature of the Communication Process, Talking with the Poor, Goals in Communication with the Disadvantaged, Difficulties Faced in Achieving the Goals, Some Characteristics of Organizations That Affect Two-Way Communication, What Our Experiences Reveal, Characteristics of the Disadvantaged as They Affect Communication, Why Communication Is Difficult, Methods of Successful Communication with the Disadvantaged, and, Why Methods Fail. Summaries of discussions held are also included. (LS)

ED 060 973 95 RC 005 994

Sandstrom, Roy H., Ed. Segal, Barbara K., Ed.
Educating the Educators: A Report of the Institute on "The American Indian Student in Higher Education" (St. Lawrence University, July 12-30, 1971).

Saint Lawrence Univ., Canton, N. Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Xerox Corp., Rochester, N.Y.

Pub Date 71

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, College Admission, *Conference Reports, Counseling Services, Cultural Pluralism, *Educational Problems, Ethnic Studies, Financial Support, *Higher Education, Remedial Instruction, *Summer Institutes

A 3-week summer institute on the American Indian student in higher education brought together college administrators, curriculum specialists, and Indian educational leaders to mutually explore possible solutions to those

problems which the Indian student confronts as obstacles to a college degree. Additional purposes of the institute were to develop in educators a sensitivity to the Indian and his culture and to establish vital communication links between representatives of educational institutions and key individuals in Indian communities. The institute consisted of lectures by program staff and guest consultants, discussions, workshops, field trips, and films to give participants knowledge of Indian life-styles. Subjects of principal concentration were student recruitment and admissions, financial aid, counseling, compensatory remedial instruction, and Native American studies. Proceedings, findings, and workshop recommendations are recorded in this institute report. (JH)

ED 060 974 RC 006 003

Tindall, Lloyd W. And Others
An Examination of the Receptivity of Mexican-American and Anglo Rural Disadvantaged to Educational Programs.

Michigan State Univ., East Lansing. Center for Rural Manpower and Public Affairs.
Report No.—CRMPA-28
Pub Date Mar 72
Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anglo Americans, Comparative Analysis, Economically Disadvantaged, *Educational Attitudes, Educational Interest, Heads of Households, *Improvement Programs, Job Training, Males, *Mexican Americans, Participation, *Rural Population, Socioeconomic Influences, Welfare
Identifiers—Michigan

In order to determine the willingness of rural disadvantaged to participate in educational programs, 125 rural male Anglo and Mexican American household heads, both on and off welfare, were interviewed. The stratified sample was drawn from 4 Michigan counties. Based on findings from the 81 questions, these conclusions were made: Mexican Americans were more willing to participate in educational classes than Anglos, and both groups desired to participate in such classes to get a job or a better job; there was no difference in willingness of these groups to participate in educational programs on the basis of welfare or nonwelfare status; decisions to participate would tend to be determined by the character of a prospective job; respondents were willing to participate in classes pertaining to their personal, educational, and social welfare (e.g., classes on buying food or obtaining credit); respondents tended to see themselves favorably in terms of ability to be hired for a job, run their own business, or be leaders; respondents indicated that classes should last no longer than 6 months; transportation to class was viewed as a problem; respondents would not spend their own money for tuition or supplies; age, residence, miles to high school, educational achievement, number of children, income, size of town shopped in, and time lived in Michigan did not affect willingness of the respondents to participate in classes; and proximity to a community college or university did affect willingness to participate. Included in the document are the study description, study implications, the questionnaire, and a guide for identifying disadvantaged household heads. (MJB)

ED 060 975 32 RC 006 004

Training Program, Region II Office of Migrant Education: A Component [of] the California Plan for the Education of Migrant Children.

Butte County Superintendent of Schools, Oroville, Calif.; California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 71

Note—414p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Activity Units, *Curriculum Design, Enrollment, *Instructional Materials, *Language Instruction, *Migrant Child Education, Program Design, Resource Materials, Staff Role, Summer Programs, Teacher Aides, Teacher Education, *Teaching Guides, Units of Study (Subject Fields)

In a discussion of the summer training program for teachers of migrant children in the 120 schools served by Region II of California's Office

of Migrant Education, the following elements are included: an evaluation of the 1970 summer school program, a description of the program's organization in terms of staff members' responsibilities, and examples for organization of instruction. Sample daily lessons are presented in the areas of language skills (e.g., visual discrimination of letters and English words, auditory perception, and phonetics), reading, and mathematics; materials for use with each lesson are also included, as are sample tests and mini-courses in writing behavioral objectives. A guide for extended-day activities developed for persons working with migrant children from primary and intermediate grades is also included. This guide contains activities for language development, recreation, and arts and crafts which are "educationally valuable as well as culturally acceptable to migrant youngsters;" the guide also contains an index and a resource bibliography. (NQ)

ED 060 976 32 RC 006 005
Migrant Education Tutorial Aide Training Manual.

Butte County Superintendent of Schools, Oroville, Calif.; California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date [71]

Note—263p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Activity Units, Arithmetic Curriculum, English (Second Language), *Learning Activities, *Manuals, *Migrant Child Education, Programmed Tutoring, Reading Development, *Teacher Aides, *Teaching Guides, Training, Word Lists

Designed by California's Region II Office of Migrant Education to aid in training teacher aides working with migrant children, this manual outlines activities used in teaching by the aides. Each activity is described in terms of the concept to be taught, the tutorial skill required, standard instructional media, rationale for the media, expected learner response, and the criterion test (what the aide will actually do). Activities are provided for 33 arithmetic concepts, 68 reading concepts, and 20 English as a second language concepts for grades K-3. Also included is a list of 50 English survival words considered essential to non-English-speaking children in order that their immediate needs are met. (NQ)

ED 060 977 88 RC 006 008

Northern California Supplementary Education Center. Evaluation Report [1970].

Butte County Superintendent of Schools, Oroville, Calif.; Chico State Coll., Calif. Northern California PACE Center.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Program Planning and Development.; Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 30 Sep 70

Note—153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Activities, Diffusion, Educational Finance, *Educational Improvement, *Federal Programs, Methodology, Minority Groups, Objectives, Planning, *Program Development, *Program Evaluation, Rural Areas, *Student Needs, Systems Approach, Techniques, Technology

Identifiers—Projects to Advance Creativity in Education

In this evaluation of the Title III (Elementary and Secondary Education Act) Northern California PACE Center program, the center's 1969-70 activities in relation to stated objectives were examined through review of objectives and activities in terms of success in meeting performance requirements. The following objectives were deemed to have met or exceeded established requirements; to provide diffusion of new techniques and methodologies for meeting identified critical needs of students; to stimulate required planned changes in the educational community; to provide for the acquisition and to support the utilization of system technology skills by educators; and to provide expertise in evaluation, continuation planning, and implementation of operational projects. Among the items included in the document are a description of the region

served and its population, an enumeration of objectives, charts containing project descriptions (by objectives), charts of activities and resource agencies used, a list of PACE library subject headings, a tabular summary of district-PACE interactions, a description of the evaluation (by objectives), survey forms used with administrators and project directors who had utilized the center's services, a summary of responses, a ranking of categories of service functions, a discussion of the center's capability to meet the needs of service area districts, a chart of budgetary expenditures, and conclusions and recommendations in the areas of needs assessment, proposal writing or assistance, information sources, inservice education, dissemination/diffusion, process-product development, and accountability. (MJB)

ED 060 978

RC 006 009

Tyler, S. Lyman

Indian Affairs No. 1. A Study of the Changes in Policy of the United States Toward Indians.

Brigham Young Univ., Provo, Utah. Inst. of American Indian Studies.

Pub Date 64

Note—208p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Indians, Education, Employment, *Federal Programs, Government Role, Health, *Historical Reviews, *Management, Natural Resources, *Policy Formation, Reservations (Indian), Welfare

Prepared originally (1958) as a report to a commission on the rights, privileges, and responsibilities of the American Indian, this document has been enlarged and updated to cover national Indian policy from the early 1900's to present (1964). For the period to 1929, information gathered from annual reports, the Meriam report, Assistant Commissioner Meritt's recommendations, Secretary Wilbur's outline, and the Rhoads' memoranda is provided in relationship to health, education, welfare, community life, land, resource management, employment, duration of Federal supervision, and Bureau-Congressional relations. Also discussed are the Rhoads-Scattergood Administration (1929-33), The "New Deal" for the Indians (1933-45) in terms of acceptance and Congressional rejection, Commissioner Brophy's administration (1945-47), the termination controversy (1953-61), the 1961 Task Force Report, and Alaskan Native affairs. (LS)

ED 060 979

RC 006 010

Appalachia's People, Problems, Alternatives. An Introductory Social Science Reader, Vol. 1.

Peoples Appalachian Research Collective, Morgantown, W. Va.

Pub Date Mar 71

Note—284p.

Available from—Peoples Appalachian Research Collective, Inc., Rt. 3, Box 355B, Morgantown, West Virginia 26505 (\$5.35)

Document Not Available from EDRS.

Descriptors—Culture, *Depressed Areas (Geographic), *Disadvantaged Groups, Economics, Education, History, Needs, Politics, *Reading Materials, *Resources, Services, *Social Sciences, Sociology

Identifiers—*Appalachia

Compiled by the Peoples Appalachian Research Collective, this social science reader on Appalachia was designed to enable students, teachers, workers, and all people to understand the Appalachian region. The document consists of selected readings classified under the following major headings: An Introduction to the Appalachian region (why Appalachia should be studied, what Appalachia is, cultural considerations, testimony from the people, and a self test), Appalachia and Social Science, The Appalachian Culture, Human Needs and Services (income and employment, education, health, and housing), The Political Economy (a mining economy, Appalachia in the international economy, profits and taxes, local and state government, the Federal system, and planning and development), and Resources (directory of resources, films, general research and information, youth, community, black Appalachians, women, ecology and environmental resources, labor, draft, other professions, religious organizations, health, legal services, and music). Included within this compilation of writings are 10 maps, 18 tables, 2 paradigms, and lists of references. (MJB)

ED 060 980

RC 006 011

Zuni Comprehensive Development Plan. For a

Better Zuni by '75. Volumes One and Two.

Pueblo of Zuni, N. Mex.

Pub Date Jul 69

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Community Programs, Curriculum Enrichment, *Economic Development, *Educational Development, Human Resources, Improvement Programs, Living Standards, *Planning, Program Descriptions, *Reservations (Indian), Tourism, Vocational Education

Identifiers—*Zunis

The Zuni comprehensive development plan encompasses a variety of projects designed to achieve major development goals on the Zuni Indian reservation in New Mexico. The single overall planning objective is to raise the level of living for residents of the Zuni reservation to equal or to exceed the average for all United States citizens. Major program goals are (1) to increase individual income through creation of permanent employment opportunities on or near the reservation, (2) to enhance educational opportunity suited to local community needs, and (3) to improve living conditions through well-planned community programs and services. The document contains a program matrix portraying the main sections of the plan and highlighting cost, funding, and benefits over the 5-year (1971-75) planning period; summary tables on total funding requirements, funding sources, employment, and income; and project details, under each major goal, prefaced with summary tables on program funding, employment, and wages. (JH)

ED 060 981

88

RC 006 012

Muller, Douglas G. Leonetti, Robert

A Cumulative Summary of the Three Years of the Sustained Primary Program for Bilingual Students, 1967-1970.

Spons Agency—Division of Plans and Supplemental Centers, BESE.

Pub Date 70

Grant—OEG-78-00-3758-0011(056)

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Bilingual Education, *Bilingual Students, *English (Second Language), Extended School Year, Instruction, Intellectual Development, Parent Participation, *Primary Grades, Program Effectiveness, *Program Evaluation, Summer Programs, Tables (Data)

In this report of the final evaluation of the Las Cruces (New Mexico) Sustained Primary Program for Bilingual Students (funded under Title III of the Elementary and Secondary Education Act), the major findings for the academic years of 1967-8, 68-9, and 69-70 are cited following a program description in terms of schools, students, teachers, class size, classrooms and treatments, and objectives for each year. As reported, K-3 bilingual children in 4 public elementary schools that tended to be homogeneous with regard to the children's cultural and socioeconomic backgrounds were placed in 1 of 3 instructional settings: (1) an experimental English program where only English was used as an instructional language, (2) an experimental Spanish/English program where both languages were used, and (3) a control program. The report discusses the program's effectiveness in terms of such factors as Spanish vs. English instruction, children's intellectual development and self-concept, parental involvement, and the children's bicultural interaction. Although "results of the K-3 experiment still are...inconclusive," it is indicated that the program is providing "...a very valuable set of learning experiences in both the cognitive and affective domains." Also included in the report is a post-program evaluation, completed in the fall of 1970, to examine the effectiveness of the summer session experience as measured by the Metropolitan Achievement Test; 10 tables summarize the significant differences and the analyses proper, which indicate that the summer sessions appear to have a beneficial effect on achievement. (NQ)

ED 060 982 RC 006 013

Townley, Charles

A Preliminary Study of Library Programs Related to American Indian Studies Programs in Colleges and Universities.

Pub Date 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Ethnic Studies, Financial Needs, Library Acquisition, *Library Programs, *Library Services, *Library Surveys, Personnel Needs

The presence of library programs and their relationship to academic programs of Native American Studies were surveyed in 27 institutions of higher education. Institutions surveyed were those with (1) a program for recruiting American Indians, (2) a distinct staff devoted to American Indians, and (3) some course about American Indians offered in a Native American Studies program or in conjunction with another department. The study revealed that most special library programs were under the control of the campus library; that the average collection size was 1,500 volumes for or about Native Americans; and that personnel commitment per library averaged less than 1 full-time equivalent working with a Native American library program. An expanded acquisitions program was rated the most needed library service. Major problems pointed up by the survey included the lack of definite personnel commitments to library programs for Native American Studies, the absence of professional librarians who are American Indians, and the lack of adequate funding in addition to normal library budgeting. The survey instrument, a list of participating institutions, and a tabulation of survey responses are appended. (JH)

ED 060 983 RC 006 014

Annual Progress Report, June 1, 1969-June 1, 1970. Colorado Migrant Health Program.

Colorado State Dept. of Health, Denver.

Pub Date 70

Note—206p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Annual Reports, Clinics, Cultural Factors, Dental Health, *Environmental Influences, Home Economics Education, *Medical Services, *Migrant Health Services, Migrant Housing, Program Development, Public Health, Socioeconomic Influences, *Tables (Data)

Identifiers—Colorado

Narrative and statistical data on the Colorado Migrant Health Program are presented in this 1969-70 annual progress report. The objectives of the program were to develop, augment, and improve health care services to migrant agricultural workers and their families; to develop, expand, and improve existing programs; and to establish and maintain lines of communication with other agencies involved in the health, education, and welfare of migrants. Separate sections of the report cover the following areas: consumer reaction, dental care, medical care, hospitalization policy, public health nursing care, home economics consultation, and environmental health services. Some of the major problems mentioned are a shortage of trained personnel, inadequate program funding, and the short time that the migrant workers stay in any particular region. It is noted that the mobility of the migrant workers makes follow-up care very difficult. The types and amounts of care given to migrants during the reporting period are presented (by counties) in both narrative and tabular form. (PS)

ED 060 984 RC 006 015

Colorado Rural Health Program. Annual Report, June 1, 1970-June 1, 1971.

Colorado State Dept. of Health, Denver.

Pub Date 71

Note—163p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agricultural Laborers, *Annual Reports, Charts, Clinics, Cultural Factors, Day Care Services, Dental Health, Environmental Influences, Home Economics Education, *Medical Services, *Migrant Health Services, Migrant Housing, Public Health, *Rural Areas, Socioeconomic Influences, Tables (Data)

Identifiers—Colorado

Narrative and statistical data on the Colorado Rural Health Program are presented in this 1970-71 annual report. Objectives of the program were to develop, augment, and improve health care services to rural (including migrant) agricultural

workers and their families; to develop, expand, and improve existing programs; and to establish and maintain lines of communication with other agencies involved in the health, education, and welfare of rural workers. Separate sections of the report cover the following areas: interagency commitment, dental services, medical services, environmental health, and nursing services. Some of the major changes in the program for this reporting period included affiliation with the Colorado Migrant Council, extension of the program to include non-migrant rural agricultural workers, and implementation of the "one-roof" concept (the idea of consolidating all services in 1 center). The types and amounts of care given to agricultural workers during the reporting period are presented (by county or region) in both narrative and tabular form. (PS)

ED 060 985 RC 006 016

Padayatt, Josepi And Others

People Communications in Canada's North. Part I: The Problem.

Arctic Inst. of North America, Montreal (Quebec).

Pub Date Sep 71

Note—39p.

Available from—The Arctic Institute of North America, 3458 Redpath Street, Montreal 109, Canada (\$1.00 plus \$.25 for postage and handling)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Broadcast Television, *Communication Problems, Communication Satellites, Economic Development, *Eskimos, *Information Dissemination, Maps, Population Distribution, *Rural Areas, Social Change, Social Influences, Telephone Communication Systems

Identifiers—Canada

The Man in the North (MIN) Project, established by the Arctic Institute of North America, identified 7 major problem areas as a result of a study of social problems in the North. The objective of the Task Force on Communications (a separate group set up under MIN to study 1 of these problem areas) is to define how communications technology can best meet the true communications needs of northern peoples (American Indians, Eskimos, and whites) during a 5-year period. Major findings of the task force are that economic development of the North is confined to a few centers; that a large number of northern people do not live in these economic centers; that the northern people have expressed a desire for better communications; and that Canada's Anik Satellite Program was proposed as a great benefit to the North. Conclusions reached by the Task Force include the following: that the people not living in the economic centers seriously lack communication facilities and that the Anik program will not be in accord with the expressed wishes of northerners and will not be in line with the types of communications required for social change. Part II of this report is RC006017. (PS)

ED 060 986 RC 006 017

Kenney, G. I.

People Communications in Canada's North. Part II: The Solution.

Arctic Inst. of North America, Montreal (Quebec).

Pub Date Dec 71

Note—54p.

Available from—The Arctic Institute of North America, 3458 Redpath Street, Montreal 109, Canada (\$1.00 plus \$.50 postage and handling)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Broadcast Television, *Communication Problems, Communication Satellites, *Eskimos, Government Role, Guidelines, Information Centers, *Information Dissemination, Program Coordination, *Rural Areas, Social Change, Telephone Communication Systems, Universities

Identifiers—Canada

Possible solutions to communication problems in Canada's North are presented in this report. A centralized source of information is proposed, along with suggestions for aid from the government and universities. Recommendations for improving communication are also listed: the modification of Canada's Anik satellite program; the involvement of regional popular groups to provide for self-expression on the part of the northern people (American Indians, Eskimos, and

whites); formation of a centralized Northern Communications Information Center; government recognition of various communication groups; provision of broadcast radio facilities and improvement of telephone service; establishment of northern-oriented radio and TV program production centers; assumption of coordination responsibilities by the Government of Canada Department of Communications; and development of guidelines by the Canadian Radio and Television Commission. Appendices provide information on organizations doing communications work in northern Canada and also a proposal for a communications unit. A 67-item bibliography is included. Part I of the report is RC006016. (PS)

ED 060 987 RC 006 018

Hernandez, Norma G.

Mathematics for the Bicultural Student.

Pub Date 72

Note—17p.; Paper presented at the Mathematics Colloquium, New Mexico State University, Las Cruces, April 5, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, *Biculturalism, *Cultural Factors, Deductive Methods, Educational Needs, Inductive Methods, Literature Reviews, *Mathematics Education, *Mexican Americans, *Program Development, Sex Differences, Teaching Methods

Exploring ideas related to identifying what differences in mathematics instruction, if any, should be necessary for bicultural (Mexican American) students, this paper examines the nature of culture and the nature of mathematics and hypothesizes that a culture will predispose a person to learn mathematics in a particular way. It is noted that the Chicano, if he desires to compete in a technologically oriented society, needs to be appropriately prepared in mathematics. Teaching strategies, field-dependent (focus on student needs) and field-independent (focus on subject content), are presented with a view to adapting them according to individual learner characteristics. Following the implications of research toward inclusion of both the dependent and independent strategies within mathematics instruction, it is recommended that time and effort be spent in the reorganization of content so as to provide a variety of curricular experiences for all students in order to become accountable to each student. A list of 13 resources is included. (MJB)

ED 060 988 RC 006 019

Weinman, Janice Jennie

Local Control Over the Schools in Two American Indian Communities: A Preliminary Examination of Structural Constraints and "Internal Control" Attitudes.

Pub Date 70

Note—238p.; Doctoral thesis submitted to Harvard University

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Advisory Committees, *American Indians, *Attitudes, Community Characteristics, *Community Control, Cultural Factors, Decision Making, Doctoral Theses, *Educational Policy, Federal Programs, Government Role, Reservations (Indian), *School District Autonomy, Social Factors, Tables (Data)

Identifiers—New Mexico

Underlying present Governmental and private objectives to institute local control over the schools on Indian reservations is the hope that such a policy will improve American Indians' sense of relevance of their own behavior to the outcome of their destiny. Although the connection between community control and sense of personal efficacy has never been established among American Indians, an interrelationship between the 2 has nonetheless been hypothesized widely among scholars. In order to gain further insight into the nature of this interrelationship, this study undertook a preliminary examination of factors involved in instituting local control over the schools in the Indian communities of San Juan and Santa Clara. Interviews conducted in the 2 communities revealed that, while members of both pueblos have an interest in controlling their schools, Santa Clara has progressed much further toward actualizing this goal. Both communities have Advisory School Boards, but Santa Clara has exploited this opportunity for local control to a greater degree than San Juan and has subcontracted for complete local control over their schools. One revealing factor is that San Juan's attachment to traditional institutions and

cultural patterns has served to limit the economic development and political influence of the community; in Santa Clara, commitment to modern techniques has allowed for greater diversification of the pueblo's resources and has contributed toward making this pueblo a viable community. (Author/LS)

ED 060 989 RC 006 024

Casavantes, Edward J.

Deviant Behavior in the Mexican American Student and Its Relation to Education. A Position Paper.

Spons Agency—Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date Aug 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Bibliographic Citations, Cognitive Development, Literature Reviews, *Mental Health, *Mexican Americans, Personality, Research Design, *Research Needs, *Socioeconomic Influences

Several studies have been done about Mexican Americans but, in the area of their mental health, "a scant dozen articles are worth reviewing." Since the literature has been consistent in reflecting that a low socioeconomic level combined with extensive use of Spanish lowers IQ test scores of Mexican Americans, these factors should be studied in connection with the educational achievement of Mexican Americans and their mental health (i.e., in terms of such personality types as obsessive-compulsive, impulsive, schizophrenic, passive-dependent, and depressive). This could be done because Mexican Americans are highly distinguishable from other ethnic groups and are set apart by such factors as low median family income, speaking Spanish as a first language, a behavior and value system reflecting another culture, and a tendency to live in barrios. In such a study, 8 hypotheses are proposed for testing on a random sample of large numbers of Mexican Americans from all socioeconomic levels and ages, from every state in the Southwest, from rural and urban settings, from the Chicano militant element, from colleges, and from the Hispanic component. The actual survey should be done by special questionnaire and a short adapted form of standard personality tests with some in Spanish. Examiners should be Mexican Americans highly trained in psychiatric interviewing procedures. In summary, this investigation should be a broad-based study on the mental health and educational achievement of Mexican Americans. (NQ)

ED 060 990 RC 006 025

Casavantes, Edward J.

Variables Which Tend to Affect (Impede or Retard) Learning of the Mexican American Student in American Education. A Position Paper.

Spons Agency—Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date Aug 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Bibliographic Citations, Cognitive Development, Cultural Factors, Dropouts, *Education, *Intellectual Development, Intelligence Quotient, Learning Processes, *Literature Reviews, Mental Health, *Mexican Americans, Personality, Research Design, *Research Needs, Socioeconomic Influences, Testing

An interdisciplinary research study is suggested following a review of the more significant studies that have been attempted to explain the degree of educational retardation of the Mexican American as related to such factors as life stresses (e.g., economic deprivation) and learning styles. This study would be a combination of survey research (testing scores, percentages, etc. of students at given grades) and research for hypothesis testing wherein a random sample of the total Mexican American population would be used. It is noted that such a study would provide large quantities of data on sociologic, family, education, cognitive, and personality functioning and would assess the co-variation and influence of each of these variables on each of the other variables. (NQ)

ED 060 991 RC 006 027

Navajo Manpower Survey.

Arizona State Employment Service, Phoenix.; Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.; Navajo Tribe, Window Rock, Ariz.

Pub Date [69]

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *American Indians, Career Opportunities, Cultural Factors, Economic Factors, Educational Background, Educational Problems, Interviews, *Labor Supply, Language Ability, Occupations, *Reservations (Indian), Sex Differences, Socioeconomic Influences, Surveys, Tables (Data), *Underemployed, *Unemployed

Identifiers—Navajos

The Navajo Manpower Survey for 1967, conducted on a sample of Navajos 14 years of age and older living in the Navajo Reservation area, found high rates of unemployment and underemployment for the Navajos. Some of the other findings reported are a general lack of real work experience; an indication by 70% of the labor force members that they would not want to leave the reservation for employment; and the need for training and education to meet specific needs. Characteristics of the manpower resource are described in the document, along with the characteristics of the labor force in general and in terms of the employed and the non-employed. Also included is a section providing the summary and conclusions, as well as a section on implications for manpower policy. Appended to the report are information on the survey background, notes on the survey structure, and a copy of the questionnaire used. (PS)

ED 060 992 RC 006 033

Woods, Richard G. Harkins, Arthur M.

An Examination of the 1968-1969 Urban Indian Hearings Held by the National Council on Indian Opportunity. Part V: Multiple Problems of Adaptation.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Oct 71

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adjustment Problems, Alcoholism, *American Indians, Communication Problems, Health Needs, Housing Needs, Legal Problems, *Living Standards, Recreational Activities, Social Opportunities, *Social Services, *Urban Environment

The National Council on Indian Opportunity visited 5 major cities in 1968-69 for the purpose of holding hearings about the problems of urban Indians with a view toward stimulating remedial Federal Government and local community action. This report organizes the urban Indian concerns and characteristics evidenced during the hearings which had to do with multiple problems of adaptation to the city. The report emphasizes the needs, inadequacies, and problems in the areas of housing, information and communication, health and medical care, law, social activity and recreation, and social services. Much is included in the way of direct quotations from the testimony of Indian witnesses. Related documents are ED 051 949, ED 051 950, ED 052 872, and ED 052 873. (JH)

ED 060 993 RC 006 034

Harkins, Arthur M. And Others

An Overview of the Native American Curriculum Series.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date 1 Jan 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Changing Attitudes, Cultural Awareness, *Curriculum Development, *Curriculum Guides, *Elementary School Curriculum, Ethnic Studies, *High School Curriculum, History, Instructional Materials, Learning Activities, Tribes

Identifiers—Minnesota

The Native American (NATAM) Curriculum Series, designed to serve non-Indian teachers conducting classrooms without American Indian students present, is described in this overview. Presented in outline form are samples of the units prepared by public school teachers from the Columbia Heights, Minnesota, school system who were enrolled in an Indian education course offered by the University of Minnesota. In addition to the basic curriculum units on Indian culture

for elementary grades, units covering specific areas (math contributions of the Indians, archery, etc.) or specific tribes are outlined for use with elementary and high school students. The complete units are in the ERIC system as ED 051 913 through ED 051 920 and ED 057 926 through ED 057 930. (PS)

ED 060 994 RC 006 037

Helping Migrant and Seasonal Farm Worker Families. Annual Report 1971 [Migrant Action Program, Mason City, Iowa].

Migrant Action Program, Mason City, Iowa.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 71

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Laborers, *Annual Reports, Demography, Farm Labor, Financial Policy, Housing, Instructional Staff, Maps, *Mexican Americans, *Migrant Education, *Migrant Health Services, *Migrant Workers, Migrant Youth, Program Evaluation, Tables (Data)

Identifiers—Iowa

The objective of the Migrant Action Program (MAP) in Iowa is to assist the migrant and seasonal farm workers and their families. This 1971 annual report contains a description of the program goals and activities, including the Manpower Project, children's programs, day care, vehicle purchase and use, the health program, and emergency food assistance. As an aid to identifying the migrant, some migrant characteristics are listed: mobility, poverty, and low level of educational attainment. Also included in this publication are a staff training report, a financial report, and a staff evaluation of the MAP. Lists of directors and staff are appended. (PS)

ED 060 995 95 RC 006 039

American Indian Education. Education Briefing Paper.

Office of Education (DHEW), Washington, D.C.

Pub Date Feb 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Bilingual Education, *Community Control, *Education, *Federal Programs, *Policy

Contained in this paper are the 6 steps that the U.S. Office of Education (OE) has taken, or will be taking, to achieve the impact called for by OE's 1971 Indian Education Task Force. First, OE has amended its policy to include a special focus on American Indian education within the agency. Second, OE is developing certain management procedures to increase the impact of its efforts. Third, the Commissioner of Education has asked the Deputy Commissioner for School Systems to set up a special monitoring plan and schedule for reviews of Title I projects (both Bureau of Indian Affairs [BIA] and non-BIA) serving Indian children. Fourth, OE is studying several alternatives to obtain the best possible guidance from Indian educators and representatives. Fifth, OE is now taking preliminary steps in the development of a policy on the issue of local control in off-reservation settings. Sixth, OE will work with urban school districts and the existing urban Indian centers to provide technical assistance and improved educational services for urban Indian children. (LS)

ED 060 996 RC 006 040

Is There an Indian in Your Classroom This Year?

Minneapolis Public Schools, Minn.

Pub Date 70

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Art, *Cultural Factors, Employment Problems, Food, Higher Education, *Instructional Materials, Maps, Religion, Reservations (Indian), *Social Factors, Tables (Data), *Urban Areas, Urban Youth

Identifiers—Minneapolis

The purpose of this booklet is to describe some of the facets of the American Indian community for the teachers in the Minneapolis School System. The history and activities of the Indian Advisory Committee to the Minneapolis Public Schools are described, and a membership list is included. To assist teachers with Indian students in their classrooms, information is provided on the contributions of the Indian to American cul-

ture in the following areas: foods, medicine, inventions, and social concepts. Background information is also given on Indian religion and art, and some of the current problems of urban Indians in the area of employment are discussed. Also included are a list of Indian organizations and services in the Twin Cities and a list of programs available for Minnesota Indian students. (PS)

ED 060 997 RC 006 043

Goodman, Mary Ellen. And Others

The Mexican-American Population of Houston: A Survey in the Field, 1965-1970. Monograph in Cultural Anthropology.

Rice Univ., Houston, Tex.

Pub Date 71

Note—130p.

Available from—Rice Campus Store, P.O. Box 1892, Houston, Texas 77001 (\$3.25 plus postage and handling)

Journal Cit—Rice University Studies; v57 n3 Summer 1971

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attitudes, Census Figures, Community Organizations, *Community Surveys, *Cultural Environment, *Demography, Education, Employment, Family Environment, *Family Life, Field Interviews, *Mexican Americans, Socioeconomic Background, Student Organizations, Tables (Data)

Identifiers—Houston, Texas

An ethnographic study of Mexican Americans living in Houston is presented in this monograph. The Mexican American population is studied in regard to such factors as population distribution, culture, socioeconomic background, education, employment, social activities, and environment. The barrio environment is discussed in terms of its setting, people, and the life-style therein. Life in an urban barrio is also described from a child's viewpoint. Additionally, the attitudes and organizations of the Mexican American traditionalists, middle class, and students of high school and college age are discussed. Sketches resulting from field interviews are used throughout the monograph. Ten tables and 5 graphs containing demographic data are appended, as is a 41-item bibliography. (NQ)

ED 060 998 RC 006 044

Singer, Joseph F. Charlton, J. L.

The Socioeconomic Adjustment of Rural Households in the Arkansas Ozarks.

Arkansas Agricultural Experiment Station, Fayetteville.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—Bull-767

Pub Date Sep 71

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Trends, Cultural Factors, Demography, *Economic Change, Educational Problems, *Employment Patterns, Financial Problems, Housing Deficiencies, Occupations, *Rural Areas, *Socioeconomic Status, Tables (Data)

Identifiers—Arkansas, Ozarks

Data obtained in 1956 on 629 households in 12 counties of the Arkansas Ozarks, matched and augmented by 1970 data on 313 households that covered half of the sample open-country segments used in the original study, form the basis of this study. Objectives of the study were to develop a statistical profile of the socioeconomic characteristics of the 1970 sample; to identify changes in the socioeconomic status of households since 1956; and to determine how those families remaining in the area have adjusted to changing economic opportunities in the community. Changes in socioeconomic characteristics of households and individuals are examined in the following areas: households and people in the open-country, occupational characteristics of the sample households, household and personal incomes, and Ozark farms and farming activities. The socioeconomic status of the households left behind is examined in terms of socioeconomic adjustment, employability attributes, and potential for progress. A list of 7 favorable aspects in economic readjustment is also presented. (PS)

ED 060 999 RC 006 045

Spurlock, Hughes H.

Rural Housing Quality in the Ozark Region as Related to Characteristics of Housing Units and Occupants, 1966.

Arkansas Agricultural Experiment Station, Fayetteville.

Spons Agency—Economic Research Service (DOA), Washington, D.C.

Report No—Bull-758

Pub Date Jun 70

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Economic Status, Family Income, Farm Labor, *Heads of Households, *Housing, Property Appraisal, *Rural Population, *Socioeconomic Influences, Tables (Data)

Identifiers—Ozarks

Characteristics of housing units and of their occupants in a 125-county area of the Ozarks were examined in this 1966 study set up to determine how selected physical characteristics of housing units affect the adequacy of rural housing in the Ozarks and to assess personal characteristics of the occupants that may influence the quality of housing the family will occupy. Housing of 1,413 respondents (household heads) was categorized as having complete plumbing, partial plumbing, or no plumbing. Several variables were then defined for each type of housing, and cross-tabulation with chi-square tests for statistical significance was used for analysis. Variables selected for regression analysis included current value of house and land, educational attainment of household head, and net family income for a single year. Major findings of the survey were that (1) the quality of rural housing was significantly related to household incomes; (2) the level of formal education of the household head and of the wife, and the type of employment of the household head, were significantly related to housing quality; (3) age and sex of the household head were not significantly related to housing quality; (4) there was a significantly high correlation between the market value of house and land and quality of housing; (5) farm housing was about the same quality as rural nonfarm housing; (6) renters did not occupy significantly poorer housing than did owners; and (7) of the households with incomes that placed them in the seriously deprived class, 63% lived in substandard housing. (PS)

ED 061 000 RC 006 046

Rosen, Carl L.

Assessment and Relative Effects of Reading Programs for Mexican Americans. A Position Paper.

Spons Agency—Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date 70

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Bilingual Education, *English (Second Language), Language Skills, Linguistics, *Literature Reviews, *Mexican Americans, *Needs, Reading Programs, *Reading Research, Research Needs

The problem of teaching reading in English to Mexican American children with Spanish as their primary language is considered in this paper. Literature reviews are done on research dealing with (1) linguistics, (2) language-modification approaches, (3) linguistic approaches, (4) language-experience approaches, (5) bilingual education, and (6) teacher-school factors. Conclusions on the basis of research in these 6 areas are given. Also given are implications and specific directions for (1) basic research in language and reading processes, (2) normative descriptive studies of processes involved in reading, (3) pre-school educational research and leadership, (4) research in the teaching of English as a second language and bilingual education systems, and (5) basic and applied research into current school practices, conditions, and possible promising innovations. An 88-item bibliography is appended. (NQ)

ED 061 001 88 RC 006 047

Brook, Weston L., Comp. And Others

Culturally Oriented Reading Materials for an Elementary and Secondary Education Act Title III Project.

Arizona State Univ., Tempe. Bureau of Educational Research and Services; Bureau of Indian Affairs (Dept. of Interior), Sacaton, Ariz. Pima Indian Agency.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date Dec 69

Note—180p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Cultural Awareness, Educational Resources, Instructional Materials, *Intermediate Grades, Language Skills, *Primary Grades, *Reading Materials, Speaking, Writing Skills

Identifiers—Pimas

The Title III (Elementary and Secondary Education Act) project that formed the basis for preparation of this set of reading materials had as its objectives: (1) assistance to the Pima Indians in the development of a positive self-image and a sense of pride through better knowledge, understanding, and appreciation of Pima culture and (2) the establishment of instructional centers for Pima culture. The plan for accomplishing these objectives incorporated 4 language skills: speaking, listening, writing, and reading. In keeping with this, the 41 reading lessons in this document are built on stories—written by 1st-through 8th-grade students at the Gila River Indian Community, Arizona—that have been converted into reading lessons by a reading consultant. The lessons include the story, an introduction for classroom use, notes for the teacher, and creative questions to be answered orally. A description of the conversion of the stories into reading lessons by a reading consultant is also provided. Additionally, an evaluation of consultant services and programs is presented, along with recommendations for future consultant services. (PS)

ED 061 002 88 RC 006 048

Brook, Weston L., Comp. And Others

Pima Cultural Background Materials for an Elementary and Secondary Education Act Title III Project.

Arizona State Univ., Tempe. Bureau of Educational Research and Services; Bureau of Indian Affairs (Dept. of Interior), Sacaton, Ariz. Pima Indian Agency.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date May 70

Note—108p.

Available from—Bureau of Educational Research and Services, Arizona State University, Tempe, Arizona 85281 (\$5.00 in Xeroxed form)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agriculture, *American Indians, Art, *Cultural Awareness, Handicrafts, *History, *Instructional Materials, Learning Activities, Religion, *Teaching Guides

Identifiers—Pimas

Produced with funds under Title III of the Elementary and Secondary Education Act, this unit on Pima cultural background and Middle American civilization was designed to help Pima students achieve a sense of identity and pride in their Indian background by (1) thinking of themselves as a people with a long history and (2) learning that their culture is part of Indian civilization. It is noted that this unit, which supplements the study of Ancient History, is divided into 4 parts: Prehistory, which includes a discussion of the development of agriculture; The Mayas, which discusses intellectual contributions in astronomy, mathematics, writing, and art; People of the Valley of Mexico, which describes their organized way of life (e.g., large irrigation projects, cities, armies, and empires); and The Hohokam, which describes the prehistoric people of Arizona. The unit contains both a student booklet and a teaching guide for each of the 4 parts. A bibliography is also provided for each part of the unit, and student booklets, slides, transparencies, and movies are cited. (PS)

ED 061 003 88 RC 006 049

Brook, Weston L., Comp.

Culturally Oriented Instructional Materials for Pima Children. Final Report, Academic Year 1969-70, for an Elementary and Secondary Education Act Title III Project.

Arizona State Univ., Tempe. Bureau of Educational Research and Services; Bureau of Indian Affairs (Dept. of Interior), Sacaton, Ariz. Pima Indian Agency.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date May 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Art, *Cultural Awareness, Curriculum Guides, *Elementary Grades, *Instructional Materials, *Instructional

Materials Centers, Intermediate Grades, Reading Materials, Reservations (Indian), Sciences, Social Studies Units

Identifiers—Pimas

Culturally oriented instructional materials for Pima children are described in this final report of a 3-year study funded by the Elementary and Secondary Education Act, Title III. The reported objective of the project was to assist the Pima children living on the Gila River Indian Reservation in Arizona to develop a positive self-image and a sense of pride through better knowledge, understanding, and appreciation of the Pima culture and the contributions it has made in their lives. In the document, the Instructional Materials Center is described, and expanded services of the center are noted. Descriptions of materials developed through the project in the areas of reading, Pima cultural background, social science, and social studies are also presented, and a catalog of non-print materials available through the Instructional Materials Center is described. A financial report is appended. (PS)

ED 061 004

RC 006 050

Gonzalez, Nancie L.

Positive and Negative Effects of Chicano Militancy on the Education of the Mexican American.

Spons Agency—Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date 70

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Bibliographic Citations, Civil Rights, Diffusion, *Educational Change, *Mexican Americans, *Needs, *Organizations (Groups), Power Structure

Types of organizations (e.g., conservative, militant, those furthering a specific cause, youth organizations, or social club organizations) involved in Chicano movements operating in the 5 southwestern states and other areas with large numbers of Mexican Americans are described in this paper. Such organizations as the League of United Latin American Citizens, the Alianza Hispano-Americana, the Southwest Council of La Raza, the League of United Citizens to Help Adicts, and the Chicano Welfare Rights Organization are examined in terms of the possibilities of their philosophies or activism affecting education either on a short-term or long-term basis. Additionally, the relationship between the kinds of demands made by the older Spanish-speaking activists and those of today's Chicanos is considered. It is recommended that further research be done on topics such as the various Chicano organizations, the interrelationship between Chicano militancy and other protest movements of the past and present, the implications of improved education along the lines demanded by today's Chicano activist, and how the Anglo power structure is likely to respond to the efforts of activist minority organizations. An appendix consisting of members of the Chicano Press Association, a list of 41 Chicano organizations, and a bibliography are included. (NO)

ED 061 005

RC 006 053

Brochin, Bridget

An Acculturation Problem Check List Study of the Band of Chippewa Indians of the Turtle Mountain Reservation, Belcourt, North Dakota.

Pub Date Aug 69

Note—161p.; Master's thesis submitted to Indiana University of Pennsylvania, Indiana, Pennsylvania

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adults, *American Indians, *Attitudes, Citizenship, College Students, Community Characteristics, Community Resources, Cross Cultural Studies, *Cultural Factors, Educational Development, Ethics, Family (Sociological Unit), Masters Theses, *Problems, Research, Reservations (Indian), Secondary School Students, *Sex Differences, Social Factors, Tables (Data)

Identifiers—Chippewas

Purposes of this study were (1) to show the number and types of problems that the Turtle Mountain Band of Chippewa Indians of Belcourt, North Dakota, believe they have; (2) to ascertain the problem areas that are of greatest significance to the Indians; and (3) to compare the number and types of problems that these Indians believe they have with the problems of a control group in the non-Indian Borough of Indiana, Pennsylvania. A total of 92 junior high students, 58 high school

students, 35 college students, and 82 adult Indians participated in the study. The control group was composed of 103 junior high students, 97 high school students, 40 college students, and 45 adults. The instrument used was the "Problem Check List" (Rural Youth Form, Junior High School Form, College Form, and Adult Form). The problems were totaled by areas (health and physical concerns, relationship with people, citizenship, education, vocational and economic concerns, morals and religion, personal temperament, courtship and marriage, social and recreational concerns, and home and family), sex, levels, and groups. A percentage was computed for every problem in every group and level for all females and males. An analysis of selected significant percentages was then made. It was concluded that the Turtle Mountain Reservation group and the control group problem incidences were not significantly different, but the females in both groups reported more problems than did the males. (LS)

ED 061 006

80

RC 006 054

Education for Farm Migrant Children: Report on the Six-State Project for Developing State Leadership in Improving the Educational Opportunities of Farm Migrant Children.

California State Dept. of Education, Sacramento. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cultural Factors, Educational Facilities, *Educational Programs, English (Second Language), Evaluation, Farm Labor, Health Needs, Housing Needs, Inservice Teacher Education, *Interstate Programs, *Migrant Children, *Migrant Education, Program Coordination, Student Records, Vocational Counseling

The primary objectives of this 6-state project for developing state leadership in improving the educational opportunities of farm migrant children are (1) to coordinate and articulate the efforts of 6 state departments of education (Arizona, California, Delaware, Florida, Oregon, and Washington) in assisting school systems to identify the educational needs of migrant children and (2) to determine the movement pattern of migrant workers so that the needs of their children may be met successfully. In this report of that project, the educational needs of migrant children are discussed in terms of such factors as equal opportunity, identification and citizenship, attitudes, mastery of English, vocational guidance, living conditions, provision of adequate educational programs at all levels, and supplementary financing. Attainment of project objectives is examined in terms of record transfer systems, model programs, coordination of programs, improvement of educational opportunities, and inservice education programs. In conclusion, 25 recommendations for improvement of educational opportunities for migrant children are listed. Three appendices provide information on records and record transfers. (PS)

ED 061 007

RC 006 065

Barnard, Douglas P.

The Effect of Incentives on Achievement & Behavior of Disadvantaged Students.

Pub Date 4 Apr 72

Note—22p.; Paper presented at the American Educational Research Association annual meeting, April 4, 1972, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Affective Behavior, American Indians, Anglo Americans, Cognitive Objectives, *Disadvantaged Youth, *Educational Problems, Educational Research, Family Income, Junior High School Students, Mexican Americans, *Minority Group Children, *Motivation, Performance Contracts, Primary Grades, *Program Descriptions, Program Evaluation, Questionnaires, Socioeconomic Status

The Mesa School District (Arizona) "Incentives Only" Project—carried out via a performance contract with the U.S. Office of Economic Opportunity in 1970-71 through the Mesa Education Association (MEA)—is described in terms of rationale for the use of incentives, background, program procedures, the incentives model, the delivery system, evaluation (including student and teacher reactions to the project), and

general conclusions. Specific project goals, as developed by the MEA, were (1) to participate in research to determine if the use of student and teacher incentives can accelerate achievement in reading and mathematics for disadvantaged students, (2) to engender in the student the desire to learn for the sake of learning (knowledge becomes the incentive), and (3) to functionalize the MEA's involvement in process and decision-making which affects the education of children. Experimental- and control-group students in grades 1-3 and 7-9 at project schools were selected to participate on the basis of 2 criteria: low achievement and low family income. It was concluded that the notion of attacking educational problems through national research is valid and desirable; funding sources must allow researchers to be more realistic in their goals; and the use of incentives did not accelerate achievement for disadvantaged students as per the guaranteed achievement gains of .8 months in the basic skills. (PS)

ED 061 008

RC 006 078

Cohen, Felix S.

Felix S. Cohen's Handbook of Federal Indian Law.

Pub Date 58

Note—699p.

Available from—University of New Mexico Press, Albuquerque, New Mexico 87106 (\$25.00)

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*American Indians, Community Control, Education, *Federal Legislation, Health, *Laws, *Opinions, *Policy, Reservations (Indian)

The following is taken from the Publisher's Note: "Long out of print since it was originally published in 1942 by the U.S. Government Printing Office, this classic work on Federal Indian law, and the whole legal history of Indian-white relations, is here republished in a facsimile edition. It is, as Felix Frankfurter observed, the only book that has ever made sense and order from 'the vast hodgepodge of treaties, statutes, judicial and administrative rulings, and unrecorded practice in which the intricacies and perplexities, confusions and injustices of the law governing Indians lay concealed.'... This handbook should not be confused with the vulgar version issued by the Government Printing Office in 1958, and since then reprinted by 2 other publishers. That expurgated edition was rewritten, according to its introduction, 'for the purpose of foreclosing, if possible, further uncritical use of the earlier [1942] edition by judges, lawyers, and laymen.'" (LS)

RE

ED 061 009

RE 003 680

A Program of Primary Auding Skills. Final Evaluation Report.

Thompson School District R2-J, Loveland, Colo.

Pub Date 70

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audio Passive Laboratories, Auditory Discrimination, *Auditory Training, *Listening, Listening Skills, *Program Descriptions, *Program Evaluation, *Reading Achievement, Reading Improvement, Student Attitudes, Word Study Skills

The effects of a Title III program on the reading and auding achievement of first- and second-grade pupils in Thompson School District, Colorado, were investigated. Subjects were 83 first graders and 15 second graders in the project rooms and 69 first graders and 20 second graders in control rooms at a neighboring school district. Treatment in the in-class auding centers consisted of 20-minutes daily of auding skills instruction, 20-minutes daily of literature and/or music instruction, plus teacher/pupil discussions and individual use of the auding center. The Gates-MacGinitie Reading Tests showed that the two groups had equal readiness skills. Forms A and B of the Metropolitan Achievement Tests were administered in December and May, respectively as pretest and post-test. Statistical analysis showed the treatment to be significant at the .01 level in the improved scores of project pupils in reading, auditory discrimination, and listening but statistically insignificant in improving word knowledge

or word discrimination. The Wepman Auditory Discrimination Test and Durrell Listening-Reading Series were administered in February and April, respectively, and comparison of results on both tests favored the project pupils. In addition to the tests, subjective evaluations of teachers, pupils, and parents resulted in the judgment that the pupils responded positively and enthusiastically to the project. Tables are included. (AW)

ED 061 010

RE 003 910

Von Glasersfeld, Ernst

Reading, Understanding, and Conceptual Situations.

Pub Date Dec 71

Note—18p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971

Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Processes, Comprehension, Computational Linguistics, *Conceptual Schemes, Connected Discourse, *Discourse Analysis, Language Patterns, *Reading Comprehension

Information necessary to understand many English sentences appears to be supplied by a source outside the sentence which is composed of a fund of knowledge accumulated throughout life. This fund of knowledge may be visualized and a conceptual network into which the incomplete information supplied by a sentence can be mapped, thus making it possible for the reader to fill in the missing pieces of the conceptual situation designated by the sentence. Such a conceptual network would seem to be the source, also, of the various kinds of expectation concerning the contents of those parts of the sentence which the reader has not yet read which help the reader to resolve lexical and relational ambiguities. A greater awareness of this function of the reader's conceptual universe might lead to an improvement of instructional and remedial strategies for the teaching of the interpretative language skills. References are included. (Author/MS)

ED 061 011

RE 003 929

Intensive Reading Instructional Teams, Hartford, Connecticut. An Evaluative Report.

Hartford Public Schools, Conn.

Pub Date Nov 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individualized Reading, Instructional Technology, Language Development, *Program Evaluation, Reading Centers, Reading Comprehension, *Reading Diagnosis, *Reading Programs, *Small Group Instruction, *Team Teaching, Vocabulary Development, Word Study Skills

For 6 years, three intensive reading instructional teams (IRIT's) provided intensive small-group reading instruction to school children within Hartford's validated target areas. A total of 363 children were assisted by the overall program. The centers also provided facilities for the diagnosis of reading problems, for team teaching, language enrichment, and for the use of eclectic approaches to reading instruction. The program was departmentalized with team members specializing in one of the three instructional areas: language development and individualized reading, decoding and word attack skills, and vocabulary and comprehension development. A number of techniques were employed for the overall assessment of the program. Various group test data which documented pupil progress for the implementation of prescriptive instruction were used, and several test analyses were developed. Improvement gains were significant at the .01 level. The test data were substantiated by an analysis of parent and teacher evaluation forms. A vast majority of comments reported were highly favorable toward the overall conduct of the program. Appendixes are included. (AW)

ED 061 012

RE 003 971

Ratekin, Ned H.

The Adequacy of the Cloze in Measuring Comprehension of Different Logical Patterns.

Pub Date Dec 71

Note—11p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971

Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cloze Procedure, *College Students, Comprehension, *Deductive Methods, *Inductive Methods, Multiple Choice Tests, Reading Comprehension, *Reading Research, Reading Tests, Test Construction

Differences between comprehension of inductively presented material and of deductively presented materials as reflected by scores on multiple-choice and cloze tests of comprehension were sought using specifically constructed materials. The Logical Patterns Test was designed with a series of multiple-choice tests in one section and a series of cloze tests in another. Each section has a deductive and inductive part. Subjects, 33 college freshmen and sophomores, were given the test in two sessions. Data for the four subtests were analyzed using t-tests and correlation procedures. Significant differences were noted for presentation methods in both test types, the deductive passages being consistently more difficult. Examination of correlations among subtest scores revealed that multiple-choice tests appear to discriminate between comprehension of both presentation methods to a greater extent than do cloze tests. Tables and references are included. (MS)

ED 061 013

RE 004 049

Sharon, Amiel T.

Reading Activities of American Adults.

Pub Date Apr 72

Note—5p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adults, Illiterate Adults, *National Surveys, *Newsletters, *Reading Habits, *Socioeconomic Status, Visually Handicapped

A reading activities survey as part of the Targeted Research and Development Reading Program was done by interviewing 3,504 adults, aged 16 years or older, selected by area probability sampling. Among the preliminary findings was that the most frequent type of reading is newspaper reading. Seven out of 10 people read or look at a newspaper during a typical day, and they spend an average of about one-half hour with it. Most reading time is spent on the main news, local news, and comics. The most frequently given reasons for reading newspapers are to obtain general information, to obtain specific information, and to obtain another view on issues. Socioeconomic status of the newspaper readers or nonreaders is not markedly different. However, higher socioeconomic status is often connected to reading more than one paper, reading newspapers at work, and with reading editorials, letters to the editor, sports sections, and movie, book, or other reviews. Almost all respondents reported reading something while shopping, most often to find specific information. About 4 percent of the respondents were classified as nonreaders; one-half of these nonreaders were visually handicapped, one-fourth were foreign language readers, and one-fourth were illiterate. (AW)

ED 061 014

RE 004 058

Campbell, Evelyn C.

Mastering Decoding Skills: English, Reading.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Context Clues, *Curriculum Guides, Dictionaries, Enrichment Activities, Evaluation Methods, *High School Curriculum, *Phonics, *Remedial Reading, Resource Materials, Secondary Schools, Structural Analysis, Teaching Techniques, Word Recognition, *Word Study Skills

Identifiers—*Quinmester Program

This course is designed to assist high-school students who have not achieved mastery of decoding skills in relating phonemes to graphemes and sequences of graphemes representing these phonemes; to deal systematically with the basic word pattern of English; and to analyze the structure of word pairing, morphology, roots, prefixes, suffixes, and derived inflectional forms. Additional emphasis is given to instruction in the use of redundancies available in syntactic structures toward analysis and identification of previously unknown words, and to verify meanings as they are modified by context, including punctuation. Besides these phonetic,

structural, and contextual analyses, dictionary use and enrichment activities are also important aspects in the course design. The course rationale, program principles and procedures, teaching strategies with respect to each approach, and assessment procedures are described. Resource materials are listed separately under student resources and teacher resources. (Author/AW)

ED 061 015

RE 004 059

Meyer, Bonnie J. F.

McConkie, George W.

What Is Recalled After Hearing a Passage?

Pub Date Apr 72

Note—32p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Association (Psychological), Cognitive Processes, College Students, *Conceptual Schemes, *Listening Comprehension, *Prose, *Recall (Psychological), *Structural Analysis

In order to determine what aspects of information from prose are available for recall after one presentation of a passage and what aspects are learned with additional presentations, two passages were divided into idea units. These units were placed in a logical hierarchical structure for each passage, and scores were assigned to the idea units on the basis of their position in the structure. Sixty-nine undergraduates were divided into three groups equally; each group heard the passages once, twice, or three times before recalling. Effects of the logical structure were seen in the kinds of idea units remembered, the stability of these units in consecutive recalls, and the tendency for clustering of idea units on this basis. In addition, serial position, importance of idea units, and order of recall were examined with the recall data. It was found that units high in the logical hierarchy were recalled more frequently than those lower in the hierarchy, that subjects tended to recall groups of units from the passages which were related to one another in the hierarchical structure, and that the stability of each unit recall was substantially related to its position in the logical structure of the passage. Figures and a bibliography are included. (Author/AW)

ED 061 016

RE 004 060

Aaron, Robert L.

Design Concepts for Contingency Management of Delinquent Adolescents.

Pub Date Dec 71

Note—10p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971

Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adolescents, *Behavior Change, *Delinquent Rehabilitation, Diagnostic Teaching, *Positive Reinforcement, *Reading Difficulty, Reading Interests, Rewards, Visual Perception

Feeling that the key problem in working with delinquent adolescents is to help them bring their antisocial behaviors under control and establish more socially acceptable behaviors, the author points out that an important step is to change the pupil's attitudes about reading, test-taking, schools, and teachers. Suggested methods of motivation are knowledge of test results, rewards, social praise, and recognition. Recommended are programs of reading paperback books with an emphasis on book reports, adult modeling of reading behavior for delinquent adolescents disabled in reading, diagnostic teaching directed in small steps and coordinated with a concrete token system, and programs teaching visual-perceptual strategy to improve word recognition skills. References are included. (AW)

ED 061 017

RE 004 061

Vandever, Thomas R.

The Contribution of Phoneme-Grapheme Consistency and Cue Emphasis to Decoding in First-Graders.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Report No.—IMRID-BSM-18

Pub Date 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Discrimination, *Cues, Discrimination Learning, *Grade 1, Graphemes, Kinesthetic Perception, *Learning Modalities, Phonemes, *Phonics, Visual Discrimination, *Word Recognition

The purposes of this study were to assess the effect of phoneme-grapheme consistency (PGC) and cue emphasis (CE) on the development of decoding skills in first graders and to determine the relationship of consistency of original lists to the recognition of new words. Subjects were 162 first graders, mean age 6.11 years and scoring above 30 on the Metropolitan Readiness Test (MRT), randomly assigned to 18 treatment groups. Original word lists and recognition new word lists were developed for both high-PGC and low-PGC words. Subjects learned one list of eight words on each of 3 consecutive days. While all subjects learned words with all the CE methods, half the groups learned consistent words, and the other half learned inconsistent words. At the end of the last session, all subjects were given the recognition new word lists to assess their ability to decode these words. It was found that (1) there were no differences in the number of words recognized by high- and low-PGC groups for the first 2 days, but by the third day the high PGC groups recognized more words; (2) subjects recognized more auditory-CE words than visual- or kinesthetic-CE words; and (3) PGC of original lists did not affect the number of words recognized. Tables, figures, and references are included. (AW)

ED 061 018 RE 004 063

Silverman, Leslie J.

Specialized Reading Instruction in Public Schools, Fall 1968.

National Center for Educational Statistics (D-HEW/OE), Washington, D.C.

Report No.—OE-72-73

Pub Date 71

Note—25p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.230:30043, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Instructional Staff, *National Surveys, *Public Schools, *Reading Difficulty, *Reading Instruction, Remedial Reading

Data from the pilot School Staffing Survey conducted by the United States Office of Education are reported. The report outlines what the public schools did in the fall of 1968 to provide specialized instruction to pupils with reading problems. Data came from a subsample of 456 elementary and secondary schools in a national survey of 700 public schools. It was found that 91 percent of the schools, with a larger proportion of elementary than secondary schools, indicated at least one pupil with a reading problem. About one-quarter of these schools did not provide any kind of specialized instruction to pupils with reading problems. Among the schools which did provide specialized instruction, access to specialized reading instruction was more common than any other staff specialties or services except nurses and librarians. However, the presence of separate classes for specialized reading instruction was much lower, and the assignment of staff to such instruction was very modest. Appendixes are included. (AW)

ED 061 019 RE 004 064

Lichtenstein, Pauline Yaker, Harold E.

Validation of the Use of the Cooperative Reading Comprehension Test by University College at Hofstra University, 1967-1970.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Report No.—R-100

Pub Date Feb 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, College Attendance, *College Students, Group Norms, Guidance Objectives, *Reading Comprehension, *Reading Tests, *Standardized Tests, *Test Validity, Withdrawal

This study was designed to examine the validity of the Cooperative Reading Comprehension Test (CRCT), Form 1A, for advisement purposes. During the period under study, February 1967 through September 1969, 1,020 people took the test, and 39 percent of those tested enrolled at Hofstra University. CRCT scores on the average

differentiated those who attended the university from those who did not, but did not differentiate those who were still attending from those who withdrew. No statistical differences were found among the three groups in age or sex, but the mean score for nonattenders was always significantly lower than comparable groups of attenders or withdrawers. For both attenders and withdrawers, total CRCT score correlated low or moderately with selected academic subjects as well as cumulated grade-point average. However, total CRCT scores were able to differentiate those at the low end of academic achievement. No statistically significant advantage for low CRCT scorers from taking a reading course was indicated. Norms were calculated based on the 398 students who attended, and the 20th percentile cutoff for advising a reading course was 162. Tables and references are included. (Author/AW)

ED 061 020

RE 004 069

Ingersoll, Gary M.

Individual Difference Research and Learning by Reading.

Pub Date Apr 72

Note—14p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude, *Correlation, Experimental Groups, *Interaction, Reading Research, *Research Design, Research Methodology, *Statistical Analysis

Research literature regarding the aptitude treatment interaction (ATI) model of research is reviewed, and arguments for and against the use of the model are described. The purpose of the model is to allow a combination of desired properties of experimental and correlational methods. It yields disordinal interactions when experimental situations are carefully planned, but may yield ordinal interactions when they are not. Situations in which the model might prove valuable are outlined, and recommendations are made for using the model in reading research. It is emphasized that (1) close attention must be paid to defining experimental manipulations, (2) familiarity with instructional and aptitudinal variables is necessary, and (3) careful analysis of theoretical models of learning before application of the model to a research situation should avoid negative results. Reading research studies in which the ATI model was used are described, and figures and references are included. (MS)

ED 061 021

RE 004 071

Felsenthal, Norman A. Felsenthal, Helen

Utilizing the Computer to Assess the Readability of Language Samples.

Pub Date Apr 72

Note—11p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automatic Indexing, Comparative Analysis, *Computational Linguistics, Information Processing, *Readability, Reading Level, *Reading Materials, *Scoring Formulas, *Word Frequency

A computer program called TEXAN (Textual Analysis of Language Samples) was developed for use in calculating frequency of characters, words, punctuation units, and stylistic variables. Its usefulness in determining readability levels was examined in an analysis of language samples from 20 elementary tradebooks used as supplementary reading materials. Three 200- to 300-word samples were selected to represent the beginning, middle, and end of each book. The TEXAN program was used to analyze the 60 samples according to four readability formulas: Gunning's "Fog" Index, Spache's Grade Level Indicator, Flesch's Reading Ease Index, and Flesch's Human Interest Index. Chi-square analysis and analysis of variance indicated that the samples were internally consistent. Relatively high correlations were found between the Gunning and Spache formulas, moderately low correlations were found between the Flesch formulas, and negative correlations were found between the two Flesch formulas and the Gunning and Spache formulas. It was concluded that the TEXAN program can be useful in analyzing readability, particularly when more than one formula is to be applied to a sample. Tables are included. (MS)

ED 061 022

RE 004 072

Pascual, Henry W., Ed.

Reading Strategies for New Mexico in the 70's.

Pub Date Jan 72

Note—29p.; Resource Guide Number 2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Diagnostic Teaching, Formative Evaluation, Individual Differences, Informal Reading Inventory, Minority Groups, *Reading Instruction, Reading Materials, *Reading Material Selection, *Spanish Speaking, Standardized Tests, Teaching Methods, *Test Selection

The three papers in this resource guide are oriented to the needs of Spanish-surnamed and Indian children. The first paper points out three concerns to be examined before selecting reading materials: (1) the population for whom selection is planned, (2) criteria emphasizing children's needs, and (3) apparent trends in reading instructional materials appropriate for the population. Critical points for selection and evaluation of reading instructional materials for Indian and Spanish-speaking children are discussed. The second paper stresses teacher-student interaction, diagnostic teaching, and classroom management in the elementary school. The author feels that standardized tests, especially their norms, should not be used with minority groups, but that the informal reading inventory is best for these children. He also refers to four approaches used to teach non-English-speaking children and to four language measures. The third paper observes that schools are serving the interests of the dominant social forces, and that while unable to reform schools, teachers can humanize their classrooms by examining and revising certain beliefs which lend to anti-humanistic school practices. Recognition of individual differences and use of evaluation as formative in a diagnostic sense are strongly recommended. References are included. (AW)

ED 061 023

RE 004 074

Jackson, Rex

The Development of a Collection of Adult Tasks for Assessment of Literacy.

Pub Date Apr 72

Note—10p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Literacy, *Criterion Referenced Tests, Item Analysis, Literacy, Literacy Education, *Reading Skills, Research and Development Centers, *Task Analysis, *Test Construction

Efforts to develop a collection of reading test items suitable for measuring adult literacy are described. The project, part of Project I of the Targeted Research and Development Program in Reading, sought to identify characteristics of literacy levels and to define tasks which might be used in a criterion-referenced test to assess possession of those characteristics. It was felt that such tasks should realistically reflect adults' everyday reading behavior and should be associated with benefits which adults might realize from being able to perform the tasks. It was also decided that tasks should be practical rather than academic and that numbers of tasks of a given point be based on frequency and duration of time spent in real-life activities upon which the tasks are based. In addition, self-reported nonreaders' statements of their abilities ought to be considered. It is planned that once items are developed based on such criteria, a panel of test developers will construct psychometrically sound instruments from the large bank of items developed by project participants. (MS)

ED 061 024

RE 004 076

Trisman, Donald A.

Adult Readers: Activities and Goals.

Pub Date Apr 72

Note—10p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Literacy, *Criterion Referenced Tests, Interviews, Literacy, *National Surveys, Questionnaires, *Reading Habits, *Reading Skills, Research and Development Centers, Test Construction

In order to determine the range and extent of adult reading in the United States, a Reading Ac-

tivities Survey was conducted on interviews with 5,073 adults randomly chosen from 200 locations around the country. The survey was part of an effort to develop a test of adult literacy based on practical reading situations in which adults might find themselves and was part of the Targeted Research and Development Program in Reading, Project I. Each respondent was interviewed concerning his reading activities for 1 day. Questions concerned kinds of materials read; sections of materials read; kinds and variety of reading activities which were connected with work, play, school, or church activities; and time spent in reading. Newspapers were most often read, followed by mail, magazines, and books. Respondents varied in age from 16 to 60 and represented several educational and socioeconomic levels. General activities related to reading included travel, commuting, recreation, and free time. Only a small portion of respondents reported difficulty in reading any of the materials, leading the author to conclude that readability is not a problem for most adults. (MS)

SE

ED 061 025 SE 009 961

Waldo, Dwight

Some Issues in Preparing Science Administration Leadership for Tomorrow.

George Washington Univ., Washington, D.C.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—OCCAS-Pap-6

Pub Date Dec 69

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Characteristics, *Research Directors, *Sciences, Social Factors, Social Values

The report attempts to assess events now in progress, discern future trends, and explicate emerging problems, with the end in view of making tomorrow's science administration and leadership more successful. The major points considered include the following: the environment of the science administrator-leader is becoming increasingly unstable, problematic and political; that, accordingly, his role and functions are subject to substantial change and redefinition; and that it is possible in a tentative and general way to speak to the knowledge, attributes and skills the science administrator-leader of the future will need. (Author/PR)

ED 061 026 SE 011 048

Diener, Z. P.

Experiment in Structural Learning.

Pub Date 71

Note—16p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (On Loan)

Document Not Available from EDRS.

Descriptors—*Abstraction Levels, Experiments, *Generalization, *Learning Processes, *Mathematical Concepts, Mathematics, *Research Methodology, Transfer of Training

The concern of the experiment is to find out the roles of abstraction and generalization in the learning of mathematical structures. The basic question is whether to generalize before abstracting or vice-versa in order to maximize transfer. The experiment involves four mathematical tasks and a transfer of activity. Experimental procedures are described, but data, analyses, and summaries are not presented. (JG)

ED 061 027 SE 012 512

Federal Support to Universities and Colleges, Fiscal Year 1968.

National Science Foundation, Washington, D.C.

Report No.—NSF-69-32

Pub Date 69

Note—100p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (GPO 0-373-723, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Colleges, *Federal Aid, *Federal Programs, *Financial Support, Grants, National Surveys, *Research and Development Centers, Universities

Identifiers—National Science Foundation

This is the fourth in a series of reports on federal support to universities and colleges prepared for the Committee on Academic Science and Engineering (CASE) of the Federal Council for Science and Technology. Data for the six year period, fiscal years 1963-68, are presented in the report. Amounts reported by federal agencies represent obligations to individual universities and colleges and associated FFRDC's (Federally Funded Research and Development Centers) for research and development, R & D plant, other science activities, and nonscience activities. This report includes data on federal obligations to 2,174 universities and colleges and 36 FFRDC's. Chapters II through IV discuss federal obligations to universities and colleges and are entitled as follows: Trends in Federal Support, Geographic Distribution of Federal Support, and Distribution of Federal Support by Institution. Chapter V presents data and reviews trends on federally funded research and development centers administered by universities and colleges. The appendix contains information on total federal obligations by agency for each university, college, or university system that received federal funds during fiscal year 1968. Data on total and academic science obligations for the 100 institutions receiving the largest amounts are also in the appendix. (Author/PR)

ED 061 028 SE 012 547

Vandermeer, John H. Slobodkin, Lawrence B. Ecological Resources in New York State's Colleges and Universities.

New York State Education Dept., Albany. Office of Science and Technology.

Report No.—R-OST-8

Pub Date Apr 71

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Course Content, Courses, *Directories, *Ecology, Environment, *Environmental Education, *Environmental Research, Natural Resources, Personnel

This publication contains an annotated directory of ecological personnel, primarily those associated with biology departments, an annotated catalog of ecology and related courses for each college and university, and a description of the various formal field stations currently used in ecological teaching or research. For each name entered in the personnel directory the following information is provided: current college department, name of college, city, and zip code; telephone number; highest degree earned, year received, and institution granting degree; area(s) of specialization; and a list of the ecological and related organizations of which the individual is a member. The list of college personnel is supplemented by an additional list of names drawn from the 1970 Directory of Members of the Ecological Society of America, including only those with New York addresses and excluding those in the preceding list. Each course description includes the name of the instructor, a review of the subject content, the number of undergraduates and the number of graduates in the course, and the text(s) used for the course. The university or college field sites described in this report include only those field stations with fairly extensive facilities for teaching and research. (PR)

ED 061 029 SE 012 556

Heller, Robert L.

Geology and Earth Sciences Sourcebook for Elementary and Secondary Schools, Second Edition.

American Geological Inst., Washington, D.C.

Pub Date 70

Note—459p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017

Document Not Available from EDRS.

Descriptors—*Earth Science, *Elementary School Science, *Geology, *Resource Materials, Science Activities, *Secondary School Science, Teaching Guides

Identifiers—American Geological Institute
This earth science resource book, designed for use by elementary and secondary school teachers, presents aspects of earth science which illustrate the significance of matter, energy, forces, motion, time, and space in the dynamics and history of the earth. The major content of this resource manual consists of authoritative information about earth science and suggestions for activities

and methods of presenting earth science topics. Areas covered by the 17 chapters include earth materials, volcanoes, earthquakes and the earth's interior, mountain building and rock deformation, the atmosphere, waters of the continents, erosion and landforms, the oceans, glaciation, mineral resources, the earth in space and time, lunar resources, paleontology, sedimentation and stratigraphy, field trips and field methods, topographic maps, and geologic maps. Each chapter includes a list of recommended teaching aids and a list of references. The appendix includes an extensive list of selected references, a listing of various sources of information, and addresses of publishers. (PR)

ED 061 030 SE 012 590

Environmental Education Resource Catalog.

Phoenix Union High School System, Ariz.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Catalogs, Conservation Education, Elementary Grades, *Environmental Education, Indexes (Locators), Instructional Materials, *Multimedia Instruction, Outdoor Education, *Reference Materials, Secondary Grades

Identifiers—ESEA Title III

Prepared for the use of elementary and secondary school teachers, this catalog is designed to provide information about environmental education materials which will aid in classroom presentations and in curriculum development. Subject areas cover conservation and natural resources, ecology and ecosystems, environmental action and survival, environmental laboratories, mapping, outdoor education, pollution, the urban environment, and wildlife environments. Items indexed and annotated are coded as to curriculum guides, pamphlets, charts and posters, paperback books, 16mm films, sound filmstrips, environmental games, reference books, magazines and journals, geographical survey maps, picture stories, records and tapes, and slides. This work was prepared under an ESEA Title III contract for Project Outreach, Phoenix, Arizona. (BL)

ED 061 031 SE 012 640

Howlett, George

Twelve Major Concept Categories and Their Rationale.

Project I-C-E, Green Bay, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Definitions, *Ecology, *Environment, Environmental Education, *Fundamental Concepts, Interdisciplinary Approach

Identifiers—ESEA Title III, Project I C E

Twelve concepts utilized by Project I-C-E (Instruction-Curriculum-Environment) for integrating science, social studies, and language arts with environmental studies are elaborated in this booklet. The rationale for each concept is put forth together with a more detailed explanation of the concept. Topics considered include: energy, ecosystems, limiting environmental factors, water supply, clean air, distribution of natural resources, factors influencing land use, values and attitudes, the power of man, economics, decision making, and land stewardship. This work was prepared under an ESEA Title III contract. (BL)

ED 061 032 SE 012 687

Rhodes, F. H. T. And Others

Undergraduate Geology: A Strategy for Design of Curricula.

American Geological Inst., Washington, D.C.; Council on Education in the Geological Sciences, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—79p.

Available from—American Geological Institute, 2201 M Street, N.W., Washington, D.C. 20037 (Free)

Document Not Available from EDRS.

Descriptors—*College Science, *Curriculum Development, Curriculum Planning, *Earth Science, Educational Trends, *Geology, Pro-

gram Development, *Science Curriculum, Teacher Education, Undergraduate Study

The report attempts to assess the broader implications of geology within the framework, and in the development, of society; to review existing undergraduate programs in geology and earth science teacher-training; to analyze the consequent demand and supply for geologists and other earth scientists; and to consider the varying effects and influences of these and other factors on curricular design. Curricula are treated in light of contemporary educational goals and methods; of the topical choices, contrasting emphasis and various forms of geologic education; of the practical aspects of evaluation, implementation and wider relationships of the subject matter; and of the important problems of continuing professional education. Experiments, courses, requirements, and innovations in many colleges are cited to illustrate trends and patterns. A bibliography of 231 articles dealing with undergraduate geology curricula is included. (Author/PR)

ED 061 033 SE 012 709

Potter, Noel, Jr. And Others

An Annotated Bibliography of 16mm Films Useful in College-Level Geology and Earth Science Courses.

American Geological Inst., Washington, D.C.; Council on Education in the Geological Sciences, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—50p.

Available from—American Geological Institute, 2201 M Street, N.W., Washington, D.C. 20037 (Free)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, *College Science, *Earth Science, Environmental Education, *Films, *Geology, Resource Materials

The approximately 300 films reviewed for this bibliography are placed into three categories: those considered appropriate for undergraduate courses in geology or earth science; those considered not appropriate for this use; and those judged to be too elementary. The 160 films considered appropriate are listed alphabetically by title with this bibliographic information: the reviewer's annotation and editorial comments including recommended level, the producer/distributor, and data on the film (sound or silent, color or black and white, date of release and running time). Prices and rental fees are not included in the bibliography. Appendices include the list of films judged not appropriate, the list considered too elementary, films listed by courses, by subjects, and by geographic area (states and countries), and an address list of film sources. (PR)

ED 061 034 SE 012 712

Richeson, Karen Knaack, Janey

Interdisciplinary Outdoor Education, Sea and Shore.

Pub Date [72]

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Science, *Environmental Education, *Marine Biology, *Oceanology, *Outdoor Education, Resource Materials, *Science Activities, Teaching Guides

This teacher's resource guide contains a number of activities for use primarily in kindergarten through third grade. Twenty-four classroom activities are described, most of which involve observing and discussing various kinds of sea life found at the seashore. Background information is provided in the guide so that the teacher can use this unit without requiring many outside resources. Suggestions for organizing a field trip to the seashore and for creating a "seashore atmosphere" in the classroom are included, as is a list of equipment and supplies needed for the activities. (PR)

ED 061 035 SE 013 143

Science Education News, December 1971. Science Teaching Societies.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Dec 71

Note—8p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Faculty Organizations, Newsletters, *Organizations (Groups), *Science Education, *Science Teachers

Reports on 13 science teaching societies are presented in this issue of "Science Education News." Each report generally includes such information as objectives, journals published, meetings, honors, innovative teaching awards, history of the society, and other information. The 13 societies included are the American Association of Physics Teachers, American Chemical Society, Association for the Education of Teachers in Science, Federation for Unified Science Education, Mathematical Association of America, National Association of Biology Teachers, National Association of Geology Teachers, National Association for Research in Science Teaching, National Council for the Social Studies, National Council of Teachers of Mathematics, National Science Supervisors Association, National Science Teachers Association, and School Science and Mathematics Association. (PR)

ED 061 036 SE 013 168

Academic Year Study for Secondary School Teachers and Supervisors of Science, Mathematics and Social Science, 1972-73 Directory.

National Science Foundation, Washington, D.C.

Report No—E-71-P-9

Pub Date Dec 71

Note—19p.

Available from—National Science Foundation, Washington, D.C. 20550 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Programs, Directories, In-service Teacher Education, *Institutes (Training Programs), *Mathematics, Program Descriptions, *Science Institutes, *Social Sciences, *Teacher Education

The 32 academic year study programs for 1972-73 sponsored by the National Science Foundation are described in this directory. Institutes are provided for secondary school teachers and supervisors of science, mathematics, and social science at colleges and universities throughout the United States. Information on eligibility, requirements, stipends and allowances, and applications is included. (PR)

ED 061 037 SE 013 169

In-Service Institutes for Secondary School Teachers and Supervisors of Science, Mathematics and Social Science, 1971-72 Directory.

National Science Foundation, Washington, D.C.

Report No—E-71-P-1

Pub Date May 71

Note—37p.

Available from—National Science Foundation, Washington, D.C. 20550 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Programs, *Directories, In-service Teacher Education, *Institutes (Training Programs), Mathematics, Program Descriptions, *Science Institutes, Social Sciences, Teacher Education

Over 200 academic year institutes for 1971-72 are described in this directory. The institutes, sponsored by the National Science Foundation at colleges and universities throughout the United States, are intended for secondary school teachers and supervisors of science, mathematics and social science. Information on eligibility, requirements, stipends and allowances, and applications is included. (PR)

ED 061 038 SE 013 225

Mackean, D. G.

Introduction to Biology, Tropical Edition.

Pub Date 69

Note—224p.

Available from—John Murray Ltd., Albermarle Street, London W1, England

Document Not Available from EDRS.

Descriptors—*Biology, Foreign Countries, *Instructional Materials, *International Education, Reference Books, *Secondary School Science, *Textbooks

Identifiers—Africa

This pupil's reference book is intended to provide biological information, using plants and animals which are suitable for study over a wide range of tropical countries. Its topics are taken mostly from the biology syllabi for the British General Certification of Education at the Ordinary Level and are written principally for pupils in the last three years of a four- or five-year course. (Author/CP)

ED 061 039 SE 013 232

Recherche En Matière D'Education Enquete Européenne 1970, Volume III, Belgique, France, Italie, Suisse (Educational Research European Survey 1970, Volume III, Belgium, France, Italy, Switzerland).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 71

Note—306p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Comparative Education, *Educational Research, *International Education, International Organizations, *Policy, Psychology, *Research and Development Centers, Sociology, Surveys

Identifiers—*Europe

The answers to questionnaires sent to members of the Council of Europe to obtain details of Government policy on educational research, descriptions of the principal educational research organizations, and summaries of the major studies completed or in progress in 1970 are summarized in this compilation prepared by the Documentation Center for Education in Europe. The responses of Belgium, France, Italy, and the Swiss cantons are included in this volume, which is written in French. A summary of the policy concerning educational research is made for each country except France, which is reorganizing its educational research institutions. Twenty-one Belgian, thirty-five French, nine Italian, and thirty-one Swiss educational research institutes are described, giving the official title, address, name of the director, a brief history, an outline of administrative organization and program emphases, and a summary of the major research projects undertaken, including the aim, methods, and, where applicable, results to date. Projects undertaken include studies of the teaching and assessing of most disciplines at all educational levels as well as psychological and sociological studies related to education. (AL)

ED 061 040 SE 013 233

Yanagida, May Daito

A Study in Student Attitude Change Resulting from Non-Sequential Curriculum Modification Measured by Semantic Differential.

Pub Date Aug 71

Note—100p.; M.A. Degree Thesis, University of Texas, El Paso

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Elementary School Science, Evaluation, *Instruction, Masters Theses, *Science Course Improvement Project, *Student Attitudes

Identifiers—*Science A Process Approach

The results of semantic differential scores lead to the conclusion that there was no significant change in student attitudes when transferred from a concept approach in science to the process-oriented method of Science-A Process Approach. (CP)

ED 061 041 SE 013 244

Mooradian, Rose, Ed.

What is a City? A Multi-Media Guide on Urban Living.

Pub Date 69

Note—152p.

Available from—Boston Public Library, P. O. Box 286, Boston, Massachusetts 02117 (\$2.00 payable with order)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Catalogs, Elementary Grades, *Environmental Education, Instructional Materials, *Multimedia Instruction, Reference Materials, Secondary Grades, *Urban Environment

Books, pamphlets, periodicals, films, filmstrips, loops, recordings, and relia are catalogued in this multi-media guide on urban living. Materials are suggested which could be used effectively with inner-city young people or in explaining city problems to affluent suburban youth, pre-school through high school age. Items are evaluated for their usefulness as an interpretation of all aspects of city living with the basic criteria for inclusion being how well a facet of city life is explained or illuminated. Contemporary themes and issues are the primary emphasis although some features of historical development are treated. Each entry gives title, author, publisher, date of publication, physical description, appropriate grade level, and

a one paragraph review. Addresses of publishers and distributors are included. (BL)

ED 061 042 SE 013 254
Scientific, Technical, and Related Societies of the United States, Ninth Edition.

National Academy of Sciences, Washington, D.C.
Pub Date 71
Note—213p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (\$13.50)

Document Not Available from EDRS.

Descriptors—*Directories, *Engineering, Organizations (Groups), *Professional Associations, *Sciences, *Technology

Identifiers—National Academy of Sciences

Issued by the National Academy of Sciences, this directory is a comprehensive source of information available on membership societies. In it can be found staffing, location, size, objectives, and other aspects of more than 500 organizations primarily committed to the study, development, and dissemination of knowledge. Included is a full cross-referencing of societies that have instituted name changes or mergers, and a comprehensive subject index. (Author/CP)

ED 061 043 SE 013 266

Allen, Jack Wolmut, Peter

Development and Evaluation of Course Goals in Science and Language Arts for Grades K-12. Final Report.

Multnomah County Intermediate Education District, Portland, Ore.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-J-035

Pub Date 15 Jan 72

Contract—OEC-X-71-0026(057)

Note—671p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Elementary Grades, Evaluation, *Language Arts, *Objectives, *Resource Materials, *Science Instruction, Secondary Grades, Technical Reports

Identifiers—Portland

Program goals, intended outcomes of a complete area of instruction, course goals, and desired outcomes of specific courses or instructional units are discussed in the general introduction to the collection of program and course goals for science and language arts prepared for the use of teachers in grades K-12 in the Portland, Oregon, Metropolitan Schools. The approximately 1,000 language arts and 1,500 natural science course goals are contained in separate volumes and are arranged in order according to taxonomies of the respective subject areas. Each course goal is classified according to the program goal to which it relates, the nature of the goal (process or knowledge), and the appropriate initial instructional level where it is thought reasonable to begin seeking attainment of that goal (primary, intermediate, upper, or high school levels). Course goals that are logically related are indicated in the lists. The possible uses of these lists for assessing present school goals, as starting points for discussion, as a basis of accountability assessments and in guiding the revision of curricula are discussed. (The appendix on "communications, questionnaires, and forms" referred to in the project report is not included in this collection.) (AL)

ED 061 044 SE 013 269

Luedtke, John R.

Directory of Marine and Marine Related Information Resources at the University of Wisconsin.

Part I, Reference and Referral Resources.

Wisconsin Univ., Madison.

Report No.—WIS-SG-71-104a

Pub Date 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, Earth Science, Facilities, *Marine Biology, *Oceanology, Resource Materials, *Resources

This volume, part one of a two-volume directory, contains listings and descriptions of reference and referral resources for marine and marine-related information. These resources include the reference and referral services of the University of Wisconsin, other regional libraries and information centers, selected national oceanographic

data centers, and local, regional, and selected national marine research laboratories and centers. (PR)

ED 061 045 SE 013 270

Luedtke, John R.

Directory of Marine and Marine-Related Information Resources at the University of Wisconsin.

Part II, Library and Film Resources.

Wisconsin Univ., Madison.

Report No.—WIS-SG-71-104b

Pub Date 70

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Directories, Earth Science, *Films, Library Reference Services, *Library Services, *Marine Biology, *Oceanology, Resource Materials

This directory of library and film resources for marine and marine-related information is the second volume of a two-volume marine directory set. The listings identify and locate periodicals, indices and abstracts, bibliographies, monographs, films, and filmstrips available within the University of Wisconsin network. The volume number and year of the earliest publication found in the library are provided with each entry in the listings for periodicals, indices, and abstracts. A subject index for the monographs is included. The films listed are available from the Bureau of Audio-Visual Instruction at the Madison campus. A brief description of the content, color, length, and rental fee are included with each film listed. (PR)

ED 061 046 SE 013 274

Qutub, Musa Y.

Environmental Science Bibliography.

Pub Date 71

Note—103p.

Available from—Mid-Continent Scientific, 5616 N. St. Louis, Chicago, Illinois 60659 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Environment, Higher Education, Natural Resources, *Reference Materials, *Sciences, Secondary Grades

A comprehensive listing of environmental science information and resources for use by high school and college teachers and students is offered in this bibliography. Books, journal articles, pamphlets, research and technical reports, films, and organizations are classified by topic: astronomy, conservation, earth science, environmental education, geology, meteorology, oceanography, pesticides, pollution (air, noise, nuclear, oil, water), population, waste, and wildlife. General topics also cover the Environmental Protection Agency, governmental agencies, national ecology centers, and organizations with environmental concerns. Entries are arranged alphabetically by title. (BL)

ED 061 047 SE 013 285

Toward a New Environmental Ethic.

Environmental Protection Agency, Washington, D. C.

Pub Date Sep 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Agencies, *Agency Role, *Environment, *Federal Government, Natural Resources, Pamphlets, Preservation, *Program Descriptions

Identifiers—*Environmental Protection Agency

This pamphlet enumerates the goals and accomplishments of the Environmental Protection Agency (EPA) relating to standards-setting and enforcement, research and monitoring, technical and financial assistance, manpower development, citizens technology assessment, and review of environmental impact statements. Also discussed are EPA responsibilities and regulatory information in the areas of air pollution control, clean water, solid waste management, radiation, pesticides, and noise abatement. Numerous color photos enhance the narration. (BL)

ED 061 048 SE 013 293

Jayasuriya, John Ernest

Trends in Teacher Education, Number 15. Population Education and the School Curriculum.

Philippines Univ., Quezon City. Asian Inst. for Teacher Educators.

Pub Date Jun 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Demography, Educational Programs, *Elementary Grades, *Population Education, Population Growth, Population Trends, *Secondary Grades, Teacher Education

It is the endeavor of this paper to provide a broad perspective of the field of population education at the school level with the hope of encouraging teachers to use population-related materials and concepts in their teaching. Some implications of the population situation, the importance of population studies, and problems in introducing population education are all considered. Potential course content is viewed from a total perspective approach considering the broad areas of: (1) collection and analysis of population data, (2) population growth and human development, (3) problems of urbanization, (4) psychosocial aspects of human sexuality and the reproductive process, and (5) population planning. Emphasis throughout is on population education in Asian countries. (BL)

ED 061 049 SE 013 301

Where Have All the Flowers Gone? A Reference Guide and Sourcebook to Ecological Literature.

Pub Date 70

Note—121p.

Available from—Arrow Company, 3385 South Bannock, Englewood, Colorado 80110 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Books, *Ecology, *Environmental Education, Films, Instructional Materials, *Literature Guides, Natural Resources, Periodicals, *Reference Materials

Published as a reference guide and sourcebook to ecological literature, this anthology includes books, magazine articles, children's books, and films pertinent to ecology and the environment. A one paragraph annotation is provided for books and films, and all items are cross-indexed within 24 categories: agriculture, air pollution, animals and man, conservation, ecology and natural history, economics of ecology, food supply, forecasting and predicting change, general environment, man and environment, noise, oceans, pesticides, politics and ecology, population, recreation, resources, technical and industrial aspects, trees and forests, thermal pollution, urban environment, waste control, water pollution, and wilderness and wildlife. More than 600 selections are furnished. (BL)

ED 061 050 SE 013 303

Dinsmore, John

Environmental Involvement. Sources of Information (Including Directories and Lists) on Organizations, Institutions, Agencies, Groups, Etc., Concerned with Environmental Affairs.

Wisconsin Univ., Green Bay.

Pub Date Jan 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Community Involvement, *Conservation Education, *Directories, *Environment, Natural Resources, *Organizations (Groups), *Participation, Resource Materials

Sources of information for environmental involvement are presented in this bibliography, designed not only as a single reference work but also to demonstrate the variety of sources which exist. Catalogued are organizations, institutions, agencies, and groups concerned with environmental affairs and providing international, continental, national, regional, state, and local coverage. Arrangement of entries is alphabetical by author, issuing agency, or title, depending upon which is most appropriate or useful. No subject arrangement or indexing is provided. One hundred thirteen sources are listed. (BL)

ED 061 051 SE 013 304

Alden, John D.

Engineering and Technology Graduates 1971.

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.

Pub Date Dec 71

Note—78p.

Available from—Engineers Joint Council, 345 East 47th Street, New York, New York 10017 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Degrees (Titles), Employment, Engineering Education, *Engineering Technicians, *Engineers, *Graduates, *Manpower Utilization, Professional Occupations, Salaries

This report gives a detailed picture of engineering and technology graduates for the 1970-71 academic year. Part I summarizes the placement status of engineering graduates at the bachelor's, master's and doctor's levels, and technology graduates at the associate degree and bachelor's levels. Placement data are provided for graduates since 1958, including average starting salaries of new engineering graduates. The data in Part II consist of a listing, by colleges, of the number of 1970-71 engineering graduates for each degree level in the various areas of engineering. A similar listing is included for the technology degrees. (PR)

ED 061 052 SE 013 310

McHarg, Ian L.

Man: Planetary Disease. The 1971 B. Y. Morrison Memorial Lecture.

Agricultural Research Service (DOA), Washington, D.C.

Pub Date Nov 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ecology, Environmental Influences, *Evolution, *Human Engineering, *Interaction, Man Machine Systems, Speeches.

The 1971 B.Y. Morrison Memorial Lecture by Ian L. McHarg, noted landscape architect, planner, and lecturer, is presented in this pamphlet. His expose is two-fold. "Man is an epidemic, multiplying at a superexponential rate, destroying the environment upon which he depends, and threatening his own extinction. He treats the world as a storehouse existing for his delectation; he plunders, rapes, poisons, and kills this living system, the biosphere, in ignorance of its workings and its fundamental value." In contrast, "survival of man is contingent upon categorical rejection of this cultural inferiority complex that is the Western view, and its replacement with the ecological view—man in nature. This reveals the ways of the working world and shows our ignorant interventions as self-mutilation, leading to suicide, genocide, biocide." To determine if man can survive, he concludes with the question, "Are you healthy? If you find any system which is healthy, you have found a system which has been able to find a propitious environment, adapt the environment, and adapt itself. . . . The battle is really for survival first, and fulfillment next." (Author/BL)

ED 061 053 SE 013 311

Nixon, Richard

Environmental Awakening—President's Third Annual Environmental Message to Congress, 9 February 1972.

Executive Office of the President, Washington, D.C.

Pub Date Feb 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ecology, *Environment, Environmental Influences, Federal Legislation, *Government Role, *Presidents, Social Action, *Speeches

Text of the President's Third Annual Environmental Message to Congress is reproduced. New policies and proposals to improve the Nation's environment are outlined together with an urging on the proposals given in previous years. The year 1972 should be a year of action, to move from intention to accomplishment. The message points up the importance of decisive action by the Congress to adopt and implement measures that would strengthen present programs, control emerging problems and promote overall environmental quality. New areas of concern focus on: (1) tightening pollution control, (2) making technology an environmental ally, (3) improving land use, (4) protecting our natural heritage, (5) expanding international cooperation on the environment, (6) protecting children from lead-based paint, and (7) enlisting the young. (BL)

ED 061 054 SE 013 331

Lussenhop, Martha

Children's Ecology Books.

Pub Date 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Basic Reading, *Childrens Books, *Ecology, Environmental Education

Selected for this listing of children's books are fiction and non-fiction books which add to an understanding of ecology, broadly considered here

as the study of the interrelationships of organisms to each other and their environment. General ecology, natural resources, man and his environment, evolution and adaptation, appreciation, survival, biographies, picture books, and various fictional books comprise the topic headings. Each entry indicates author, title, publisher, price, and suggested grade level accompanied by a comprehensive annotation. Following the more than 100 notations is a sampling of materials for adult reading. (BL)

ED 061 055 SE 013 332

Volunteers for Air Monitoring Project (VAMP).

Oak Ridge National Lab., Tenn.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Pollution Control, Cooperative Programs, *Environmental Education, Environmental Influences, *Projects, Quality Control, Reports, *Scientific Research, *Secondary School Science, Statistical Data

An education and communication project of the Environment and Technology Assessment Program, Oak Ridge National Laboratory, Tennessee, is described in this report. The project for monitoring air dustfall resulted in the largest citizen-scientist air monitoring effort in the history of our nation. Nearly 21,000 public secondary school students and teachers through Tennessee were involved in the test during April, 1971. Primary goal was to establish a benchmark of basic data concerning air quality that would be useful in defining air quality standards. Sedimentation foils (over 20,700), coated with adhesive, were placed in open areas where they collected insoluble particles (dustfall) for a 30-day period. Results from weight gain analyses, in statistical and narrative form, together with operational procedures are presented in the report. (BL)

ED 061 056 SE 013 343

Strandberg, Carl

Water Pollution (Causes, Mechanisms, Solution).

Pub Date 72

Note—150p.

Available from—Milieu Information Service, Triton Building, 33 East San Fernando Street, San Jose, California 95113 (\$6.50)

Document Not Available from EDRS.

Descriptors—*Ecology, *Environmental Influences, Essays, Natural Resources, Scientific Principles, *Social Factors, *Water Pollution Control, Water Resources

Written for the general public, this book illustrates the causes, status, problem areas, and prediction and control of water pollution. Water pollution is one of the most pressing issues of our time and the author communicates the complexities of this problem to the reader in common language. The purpose of the introductory chapter is to show what water pollution is and how it affects the lives of all of us; how proper conservation of a vital natural resource - water - is necessary for a better, safer, and cleaner world. Delineated also are the historical aspects and legal bases for federal water pollution control together with the classification of water pollutants. Following this, the impact of water pollution on recreation and aesthetics, public water supplies, fish and wildlife, agriculture, and industry is considered. It is concluded that water which satisfies quality requirements in this order of successive priorities will meet most demands which may be placed on it. Statistical tables, figures, and technical information make the book useful also as a resource for reference work. (BL)

ED 061 057 SE 013 344

Nader, Ralph Ross, Donald

Action for a Change. A Student's Manual for Public Interest Organizing.

Pub Date 71

Note—118p.

Available from—Grossman Publishers, 44 West 56th Street, New York, New York 10019 (Paper \$1.35, Cloth, \$5.95)

Document Not Available from EDRS.

Descriptors—Action Programs (Community), Activism, Administrative Organization, *Citizen Participation, *Community Organizations, Guidelines, *Public Affairs Education, *Social Action

In this action-oriented manual, Ralph Nader answers the plea of college students: What can we do about pollution and consumer injustice? How can students and other citizens work to get things done in their communities and states? A step by step guide is offered for forming Public Interest Research Groups (PIRG) like Nader's in Washington, D. C., and the Nader-inspired PIRG's in Minnesota and Oregon. Attorney Donald Ross shows in detail how to initiate public interest and research groups, how to marshal talent, how to finance the group, and how to put it to work. The PIRG approach is advocated to bring about "initiator democracy," a full-time citizenry, aware, informed, and constantly acting upon social, economic, and political institutions in the public interest. (BL)

ED 061 058 SE 013 371

Nitrate Water Activities, Science Study Aid No. 4.

Agricultural Research Service (DOA), Washington, D.C.

Pub Date Jan 72

Note—12p; revised

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C.

20402 (\$0.15, 0-481-766-16)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Science, Environmental Education, *Experiments, *Instructional Materials, Plant Science, *Secondary School Science, Soil Science, Student Projects, *Water Pollution Control, Water Resources

Intended to supplement a regular program, this pamphlet provides background information, related activities, and suggestions for other activities on the subject of nitrate as a water pollutant. Two activities related to plant nutrient pollution, nitrate filtration and measuring nitrate used by plants, are explained in detail, outlining objectives, materials required, procedure, and questions. The third part of this Science Study Aid describes a technique for measuring the amount of nitrate in water, and the amount necessary to carry out the two activities. A vocabulary list and bibliography are included together with diagrams and space for taking notes. (BL)

ED 061 059 SE 013 379

Hon, Will Yeater, Larry W.

Creating Effective Field Experiences for Coastal Schools.

Carteret County Public Schools, Beaufort, N.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 70

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Ecology, Environmental Education, Field Studies, *Field Trips, *Organization, Program Effectiveness, *Teaching Guides

Identifiers—ESEA Title III

This publication is part of a curriculum series developed by the Regional Marine Science Project for use by teachers and administrators. Field work and field trips, being advocated as an integral part of the curriculum, are explained at length. The rationale and techniques of field ecology are offered relating them to the need for field trips and how to plan field experiences. A sample outdoor class is outlined together with a discussion of how to put a field trip program in the school system. This last part considers the design of an integrated program, implementation of the program, the nature of a field trip, and a field trip center. This work was prepared under an ESEA Title III contract. (BL)

ED 061 060 SE 013 380

Godfrey, Paul J. Hon, Will

Dune Detective, Using Ecological Studies to Reconstruct Events Which Shaped a Barrier Island.

Carteret County Public Schools, Beaufort, N.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Earth Science, Ecology, Environmental Education, *Instructional Materials, Learning Activities, *Oceanology, *Secondary School Science, *Student Research, Water Resources

Identifiers—ESEA Title III

This publication is designed for use as part of a curriculum series developed by the Regional Marine Science Project. Students in grades 11 and 12 are exposed to research methods through a series of field exercises guiding investigators in reconstructing the events which have shaped the natural communities of a barrier beach. Background information, field equipment, field assignments, procedures, results and discussion ideas are provided for six exercises: dune survey, washover—physical aspects, washover—ecological succession, maritime forest profile, salt marsh survey—mapping, and salt marsh survey—elevations. Numerous line drawings, diagrams, charts, and photos supplement the narrative material. This work was prepared under an ESEA Title III contract. (BL)

ED 061 061 SE 013 381

Taylor, Beth

The Field Approach to Coastal Ecology, Fall Unit. Carteret County Public Schools, Beaufort, N.C. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 70

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Earth Science, *Ecology, Environmental Education, *Grade 10, *Instructional Materials, *Oceanology, Reading Materials, Secondary School Science, *Textbooks

Identifiers—ESEA Title III

This publication is designed for use as part of a curriculum series developed by the Regional Marine Science Project. Coastal environments are utilized to demonstrate basic principles of ecology to tenth grade students with emphasis placed on salt marshes in this first unit for the fall season. (Unit 2 is for spring season.) Material presented in the informative text covers the scope of ecology, coastal and inland ecosystems, factors limiting survival and distribution, chemical cycles, photosynthesis, respiration, and food cycles. Coastal ecology lab exercises acquaint the student with a variety of organisms commonly found in the tidal salt marsh and give practice in collecting, analyzing, and presenting data in a scientific and orderly manner. Numerous line drawings, diagrams, and data recording sheets supplement the narrative material. This work was prepared under an ESEA Title III contract. (BL)

ED 061 062 SE 013 382

Scientific Research in British Universities and Colleges 1969-70, Volume I, Physical Sciences.

Department of Education and Science, London (England).

Pub Date 70

Note—700p.

Available from—Her Majesty's Stationery Office, P. O. Box 569, London SE1, England

Document Not Available from EDRS.

Descriptors—Colleges, *Directories, *Foreign Countries, International Education, *Physical Sciences, Research, *Scientific Research, Universities

Identifiers—Great Britain

This annual publication (1969-1970) contains brief statements about current research in the physical sciences being conducted at British universities and colleges. Areas included are chemistry, physics, engineering, biochemistry, biometry, biophysics, physical geography, mathematics, computing science, and history and philosophy of science. (CP)

ED 061 063 SE 013 395

Quest for Quality, Conservation Yearbook No. 1.

Department of the Interior, Washington, D.C.

Pub Date 65

Note—99p.

Available from—Superintendent of documents, Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Agency Role, *Annual Reports, Conservation Education, *Environment, *Federal Programs, Management, *Natural Resources, Photocomposition, Program Descriptions, Yearbooks

Presented in this 1964 yearbook are highlights of the work done by the various bureaus and offices of the Department of the Interior. Coverage is broad, relating to many aspects of conservation in the United States in a descriptive, non-technical

style. Some of the topics considered include the quality of living; recreation, water, mineral, fuel, land, fish, and wildlife resources; research programs; human needs and resources; and Department management. Numerous graphics, colored and black and white pictures enhance the narration. (BL)

ED 061 064 SE 013 396

The Third Wave... America's New Conservation.

Conservation Yearbook No. 3.

Department of the Interior, Washington, D.C.

Pub Date 66

Note—132p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Agency Role, *Annual Reports, Conservation Education, *Environment, *Federal Programs, Management, *Natural Resources, Photocomposition, Program Descriptions, Yearbooks

Concerned first with the definition of conservation and its problems, and then with specific actions by the Department of the Interior in response to these problems, this 1966 yearbook provides highlights of work done by the 26 bureaus, offices, and/or administrations within the Department. Coverage is broad, relating to many aspects of conservation in the United States in a descriptive, non-technical style. Numerous colored and black and white pictures, graphics, and accompanying narration serve to elaborate the theme of the endless task of restoring the balance of nature, man, and his institutions. Four special color essays are included depicting the ravages of man on the land, endangered wildlife, beauty of the National Parks, and the rising tide of education. (BL)

ED 061 065 SE 013 397

Evaluation in Chemistry. Report of International Workshop, Ceylon, August 1968.

International Union of Pure and Applied Physics; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Aug 68

Note—165p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Chemistry, College Science, Conference Reports, *Curriculum Development, Evaluation, *International Education, National Programs, Science Education, Secondary School Science, *Testing

Identifiers—UNESCO

Included are the proceedings and conclusions of an international workshop held in Ceylon in August, 1968, which was convened by the International Union of Pure and Applied Chemistry (IUPAC). The report is concerned not only with the design, construction and administration of chemistry examinations and evaluation of chemistry curricula but with the whole interrelated problem of curriculum change within an educational system. The first part of the report considers: (1) Aims and Objectives of Education through Chemistry, (2) The Functions of Chemistry Examinations in an Educational System, (3) Administrative and Teaching Action Necessary to Achieve Objectives, (4) Planning an Examination Scheme, (5) Administration and Execution of Chemistry Examinations, and (6) Strategy and Tactics for Curriculum Reform. The rest of the report consists of supporting evidence and background papers from actual developments in Ceylon, India, United Kingdom, and the Soviet Union. (Author/TS)

ED 061 066 SE 013 401

The Case for Environmental Education. A Collection of Readings in Environmental Awareness.

Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environment, Environmental Education, Essays, Literature Reviews, *Perception, *Reading Materials, Reference Materials

Embodied in this collection of readings in environmental awareness are excerpts, statements, testimony, and personal philosophies presented by national leaders concerned with our environment. Major items include: "Environmental Literacy" by Richard Nixon from his introduction to the First Annual Report of the Council on En-

vironmental Quality, August, 1970; "The Insatiable Monster" by Prince Philip, Duke of Edinburgh, excerpted from a speech on the preservation of the countryside; "Ecological Crisis Demands New Ethic of Responsibility" by Dr. George Harrar, President, Rockefeller Foundation; "The Church and Man's Relationship to the Environment" by Richard Baer, Earlham College, Indiana; "The Value of Good Design" by Nathan Cabot Hale, sculptor; testimony before the House Select Subcommittee on Education hearings on environmental education, 1970; and statements appearing in the "Background Book" of the 13th National Conference of the U.S. National Commission for UNESCO, California, 1969. (BL)

ED 061 067 SE 013 402

Understanding Environmental Education. A Collection of Readings in Environmental Awareness.

Office of Education (DHEW), Washington, D.C.

Pub Date Mar 71

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environment, Environmental Education, *Essays, Literature Reviews, *Perception, Reading Materials, Reference Materials

Book excerpts, editorials, poems, speeches, newsletter and journal articles, and congressional testimony are compiled in this anthology to aid in the understanding of environmental education and environmental awareness. Major items include: "Poems and Other Expressions of Environmental Concern" by Morton Leeds; "Man, Nature, and the Ecological Perspective" by Michael Lacey, Director, Woodrow Wilson International Center for Scholars, Smithsonian Institution, Washington, D.C.; "The Biosphere" by Rene Dubos; "Survival of Plants and Man" by Lewis Mumford; "The Ecological Point of View" by Roland Clement, Vice President, National Audubon Society; "The Lack of Reverence for Nature" by Coleman McCarthy, editorialist, Washington Post; and "A New Sense of Husbandry" by Clay Schoenfeld, professor, University of Wisconsin, Madison. (BL)

ED 061 068 SE 013 408

The American Land. Its History, Soil, Water, Wildlife, Agricultural Land Planning, and Land Problems of Today and Tomorrow.

Department of Agriculture Graduate School, Washington, D.C.; Soil Conservation Service (USDA), Washington, D.C.

Pub Date 68

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Instructional Materials, *Land Use, Natural Resources, *Scripts, Soil Science, *Television Instruction

Presented in this booklet is the commentary for "The American Land," a television series prepared by the Soil Conservation Service and the Graduate School, United States Department of Agriculture, in cooperation with WETA-TV, Washington, D.C. It explores the resource of land in America, its history, soil, water, wildlife, agricultural land planning, and land problems of today and tomorrow. Following the text are related questions for discussion, a list of references for further reading, Soil Conservation Service publications, and a list of selected audio-visual aids. (BL)

ED 061 069 SE 013 416

Studies in Family Planning, Volume 3 Number 2.

Population Council, New York, N.Y.

Pub Date Feb 72

Note—12p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, Contraception, Demography, *Family Planning, *Foreign Countries, Human Services, *Programs, *Reports, Social Sciences, Statistical Data

A new design for government family planning programs is proposed in "Family Planning Programs: An Economic Approach," the principal article in this monthly publication of The Population Council. The design is intended primarily for low-income countries that seek large and rapid reductions in fertility. Thirteen elements of the proposed system of incentives and services are listed, with particular emphasis on monetary pay-

ments to women who avoid births or pregnancies. Provision of services; client and service unit personnel incentives; follow-up care; training, education, and communication; research, evaluation, and reporting; and cost-benefit estimates are described. Also included in the paper are two additional reports: "Village Midwives in Malaysia" and "Report of the Swedish Abortion Committee." The first presents the results of an informal questionnaire administered to village midwives in Malaysia recruited for a training program to provide health services in remote areas. The second is a brief review of the Swedish position on legalized induced abortion over the past three decades and a summary of the recommendations made by the 1965 Committee on Abortion. (BL)

ED 061 070 SE 013 417

Country Profiles, Israel.

Population Council, New York, N.Y.

Pub Date Feb 72

Note—8p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biographies, *Demography, *Developing Nations, *Family Planning, *National Programs, *Population Distribution, *Population Growth, *Population Trends, *Social Sciences, *Socioeconomic Influences, *Statistical Data

Identifiers—Israel

A profile of Israel is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population-size, growth patterns, immigration patterns, differentials in growth, age structure, rural/urban distribution, economic status, literacy, future trends; population growth and socioeconomic development-national income, labor force, immigration and defense; history of population concerns; population policies; and population/family planning programs. Summary statements indicate that because Israel is a country of immigrants, there are substantial gaps in socioeconomic status and in standards of living. This is due in part to three factors: origin, duration of stay in Israel, and educational achievement. Thus, economic difficulties have curtailed development of family planning services. A map of the country is drawn and statistical data, tables and charts are given. (BL)

ED 061 071 SE 013 429

Wais, Bert K. Elbrink, Larry C.

Student Evaluation of Mathematics Instruction.

Ohio State Univ., Columbus.

Pub Date [69]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Bias, *College Mathematics, *Correlation, *Course Evaluation, *Mathematics Education, *Research, *Teacher Evaluation, *Test Validity

The purpose of this study was to determine whether students' responses to the Ullman student evaluation of teaching, the Student Evaluation of Teaching (SET) instrument, were biased by their achievement. The instrument was administered to all 325 students taking a second course in calculus with economic applications, near the end of the course; and separate evaluation ratings were obtained for the course, the teachers, and the examinations. An achievement rating (average midterm score) was also obtained for each student, and correlations between this rating and the SET ratings were investigated for each section of the class. Also, a one-way analysis of variance was run to investigate a possible relation between these ratings over the entire class. In most sections, the correlations between achievement and SET ratings were positive, but only 24 out of 48 were significant at the 5 percent level. The analysis of variance investigation revealed no further relationships. The authors conclude that the SET instrument under consideration may give unbiased evaluations for one teacher and biased evaluations for another, and, as such, is not to be recommended for general use. (MM)

ED 061 072 SE 013 430

Situation Report—Bahrain, Central African Republic, Gabon, Iraq, Jordan, Kuwait,

Lesotho, Libya, Saudi Arabia, Swaziland, Syria, Yemen Arab Republic.

International Planned Parenthood Federation, London (England).

Pub Date Jan 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, *Demography, *Family Planning, *Foreign Countries, *Population Trends, *Programs, *Resource Materials, *Social Welfare, *Statistical Data

Data relating to population and family planning in twelve foreign countries are presented in these situation reports. Countries included are Bahrain, Central African Republic, Gabon, Iraq, Jordan, Kuwait, Lesotho, Libya, Saudi Arabia, Swaziland, Syria, and Yemen Arab Republic. Information is provided, where appropriate and available, under two topics, general background and family planning situation. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, government plans, and related supporting organizations. Bibliographic sources are given. (BL)

ED 061 073 SE 013 431

Environment Information ACCESS, Volume 2 Number 5.

Environment Information Center, New York, N.Y.

Pub Date 1 Mar 72

Note—120p.

Available from—Environment Information Center, Inc., 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locators), *Information Dissemination, *Information Science, *Natural Resources, *Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. A special segment in this issue abstracts significant environmental entries from the Federal Register. Additional sections deal with reviews of recent books in environmental subject areas; current conferences; and subject, industry, and author indexes. (BL)

ED 061 074 SE 013 434

International Union for Conservation of Nature Bulletin (IUCN), Volume 3 Number 2.

Pub Date Feb 72

Note—10p.

Journal Cit—IUCN Bulletin; v3 n2 Feb 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Conservation Education, *Environment, *Land Use, *Natural Resources, *Newsletters, *Organizations (Groups)

Compiled in this newsletter are activities, viewpoints, reports, and publications of the International Union for Conservation of Nature and Natural Resources (IUCN). The principal article in this issue is a discussion of land use, one of the major forces contributing to the crisis of the human environment in addition to population and pollution. Historical situations, surveys of land

capabilities, planning for land uses, control of settlement, economic and social pressures, and traditions regarding land use are all explored. Additional items describe a classification system of national parks and equivalent reserves; World Wildlife Fund (WWF) contributions; IUCN/WWF concern with the fur industry; survey projects of the Seychelles marine environment; conservation and national park conferences and meetings; and new IUCN publications. Special supplements to this edition present the recommendations from two conferences: First International Scientific Conference on Vicuna Conservation, Lima and Nazca, Peru, December, 1971 and the European Working Conference on Environmental Conservation Education, Ruschlikon, Switzerland, December, 1971. (BL)

ED 061 075 SE 013 435

Wang, J. Y.

Introduction to Environmental Studies, Human Ecological Problems.

Pub Date Jan 72

Note—320p.

Available from—Milieu Information Service, 85 North First Street, San Jose, California 95113 (\$8.90)

Document Not Available from EDRS.

Descriptors—Ecology, *Environmental Education, *Human Geography, *Instructional Materials, *Reference Materials, *Supplementary Reading Materials, *Textbooks, *Undergraduate Study

This introductory text of general readings for environmental studies is specifically prepared for undergraduate college students although useful also as a reference book for graduate students and instructors and as an information resource for the general public. The book is problem oriented emphasizing the interaction and interdependence of man and his environment on the basis of a total environmental concept. Material is presented in the light of a human-centered environment with the emphasis on the quality of the environment as essential to the maintenance of the quality of life. Twelve chapters and seventy-seven sections cover most of the major environmental problems. Presented are facts and factors of the human environment, including the physical, biological, and social aspects, processes which lead to environmental crises, and methods of abatement and solutions. Up-to-date references of major importance to environmental studies are cited, a glossary of terms for the various disciplines is supplied, and numerous tables and figures are drawn. A subject index concludes the edition. (BL)

ED 061 076 SE 013 437

Resources for the Future. Annual Report 1971.

Resources for the Future, Inc., Washington, D.C.

Pub Date 71

Note—116p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annual Reports, Ecology, Educational Programs, *Environment, *Environmental Education, *Natural Resources, *Research, *Social Sciences

Presented is the Annual Report for Resources for the Future, Inc. (RFF) for the year ending September 30, 1971. This organization is dedicated to advancing the development, conservation, and use of natural resources and the improvement of the quality of the environment through programs of research and education. Most of their studies are in the field of the social sciences. Document content includes an essay by the group's president, Joseph L. Fisher, entitled "A New Synthesis of Economic Development and Environmental Protection," and two special articles, "Man and His Environment: The Issues in Perspective," and "The Scrambled Pattern of Suburban Land Conversion" both by RFF members. Educational and research programs conducted in the following areas are described: quality of the environment, natural environments, land and water resources, energy and minerals, regional and urban studies, appraisals and special projects, and Latin American programs. A list of RFF publications, staff activities and writings, and a financial statement are also reported. (BL)

ED 061 077 SE 013 440

Johnson, Lyndon B.

Report to the Congress from The President of the United States. United States Aeronautics and Space Activities 1967.

120 Document Resumes

Executive Office of the President, Washington, D.C.

Pub Date 67

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aerospace Technology, *Astronomy, *Communication Satellites, Earth Science, *Federal Programs, Technological Advancement

This report extensively reviews the progress of the United States in space during 1967, the tenth year of the space age. The first chapter of the report summarizes the 1967 space activities; and each of the remaining 13 chapters is devoted to reviewing the space-related activities of a particular federal agency (13 agencies included). Appendices provide various information on the United States and Soviet space records, including a listing of successful launchings during 1967, major space flights of the United States and the Soviet Union, American launch vehicles, historical summary of the space activities budget, and other information. (PR)

ED 061 078

SE 013 499

Higgins, Jon L., Ed.

Investigations in Mathematics Education, Volume 5 Number 1.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 72

Note—73p.

Available from—Ohio State University, Center for Science and Mathematics Education, 248 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00 year, \$1.75 single copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Achievement, Curriculum, Evaluation, Instruction, Instructional Materials, Learning, *Mathematics Education, *Research, Teachers

This is the first issue of a new quarterly series containing expanded abstracts of recent research in mathematics education. (Previous issues were occasional publications of the School Mathematics Study Group.) The twenty abstracts review research articles published in the past two years, and are classified in four sections: (1) Aspects of mathematics learning, (2) Mathematics instruction and instructional materials, (3) Mathematics achievement and its correlates, and (4) Teacher education and evaluation. Each abstract includes an objective indication of the purpose, rationale, research design and procedure, findings, and interpretation of the investigation as originally reported, together with a critical analysis by the abstractor. All abstractors are mathematics educators in professional positions. For ease of reference, each abstract includes the ERIC accession numbers, descriptors, and identifiers of the article. Future issues of this publication will include abstracts of non-journal material available through the ERIC service. (MM)

ED 061 079

SE 013 500

Sparks, Phillip D.

Mastering Subject Matter Through Audio-Tutorial Techniques for Teaching Biology. Final Report.

Wisconsin State Univ., La Crosse.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-1-E-041

Pub Date Aug 71

Grant—OEG-5-71-0034(509)

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Autoinstructional Programs, *Biology, *College Science, *Instruction, Instructional Media

Identifiers—Biology Achievement Test

College biology students, using an audio-tutorial format, participated in a study in which instructional time and quality were structured to accommodate for differences in students' abilities to attain their potential (mastery strategy). Students in the experimental group who failed to achieve 80 percent on an evaluative checklist for a subunit were required to participate in some corrective measure: repeating the study of the subunit, studying the objectives, reading a portion of a manuscript, conferring with the instructor, or some combination of these. The control group was not required to achieve mastery on any of the subunits. At intervals during the course both groups were examined and the composite score of the exams. The Biology Achievement Test, was

compared for the groups. Both groups had been pretested, with analysis of covariance used to account for initial differences in the two groups. The achievement of the experimental group significantly exceeded that of the control. Although students in the experimental group spent significantly more time in course work, primarily in the laboratory, than did those in the control group, they also exhibited a more positive reaction to the course. (Author/CP)

ED 061 080

SE 013 513

Durell, A. B.

Strategies for Learning Mathematical Concepts.

Pub Date Apr 72

Note—25p.; Paper presented at the National Council of Teachers of Mathematics Annual Meeting (50th, Chicago, Illinois)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Concept Formation, Graduate Students, *Learning, Mathematical Concepts, *Mathematics Education, *Research

This study tested the hypotheses that, following training in concept learning strategies, subjects would tend to follow the strategy taught and would perform better than untrained subjects. A sample of 60 graduate students was randomly assigned to three groups. The experimental task, administered via a computer teletype terminal, required subjects to find the arithmetic rule by which a given number was derived from three other given numbers. Subjects in the first group were taught a focussing strategy; the second group were taught a scanning strategy; and the third (control) group were taught no strategy, but used the same two practice problems as the other two groups. All subjects then worked on five experimental problems. The degree of focussing, purity of strategy, and number of trials to criterion were obtained from the computer record and analyzed by an analysis of variance and a multiple comparison test. Results showed that subjects taught conservative focussing showed the most focussing, but that subjects taught successive scanning also showed more focussing than the control group; the conservative focussing group used the purest strategy, but the successive scanning group was no purer than the control group; and neither experimental group was significantly more efficient at finding the rule than the control group. It is suggested that unmeasured personality factors may have been responsible for the unexpected results obtained. (MM)

ED 061 081

SE 013 514

Schoen, Harold L.

A Comparison of Four Types of Feedback to Student Responses on a CAI Unit Designed to Teach the Concept of Function.

Pub Date Apr 72

Note—13p.; Paper presented at the National Council of Teachers of Mathematics Annual Meeting (50th, Chicago, Illinois)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Algebra, Attitudes, College Mathematics, *Computer Assisted Instruction, *Feedback, *Individualized Instruction, *Mathematics Education, *Research

This study compared four instructional treatments which differed in the degree of individualization and personalization in a computer assisted instructional unit designed to teach the concept of function. The researcher developed two units and adapted the second for four types of feedback: two levels of individualization to incorrect responses and two levels of personalization throughout the instruction. The instruction lasted an average of 171 minutes, during which three achievement tests were administered, one after the first unit (a dummy run intended to minimize the Hawthorne effect) and one after each subunit of the experimental unit. An attitude test was also given at the end of the course. The results of an analysis of variance showed inconsistent significance of treatment effects, but students seemed pleased at the use of their first names during the instruction. (MM)

ED 061 082

SE 013 515

Erb, Clinton A.

A Formative Evaluation of an Experimental Teacher Education Project for Juniors in Mathematics Education.

Pub Date Apr 72

Note—8p.; Paper presented at the National Council of Teachers of Mathematics Annual Meeting (50th, Chicago, Illinois)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Elementary Schools, *Field Experience Programs, Junior High Schools, *Mathematics Education, *Program Evaluation, Student Teacher Relationship, *Teacher Education, Tutoring

This paper summarizes the initial evaluation of an experimental teacher education project for juniors in mathematics education. The project was conducted in five junior high schools and five elementary schools in two quarters of the year 1970-71. In the fall quarter, each student teacher tutored an eighth grade student twice a week and spent some time observing regular teachers; in the winter quarter, the student teacher served as a teaching assistant on two half-days a week. Various tests of mathematical ability, personality, and attitude to teaching were administered to the student teachers at different times during the project. Significant gains are reported on several scales. The eighth grade students were given attitude and achievement tests; and significant differences between those who did and did not receive tutoring are reported for some of the attitude scales. The student teachers and the elementary school teachers completed questionnaires related to the project, and the responses indicated a generally positive reaction to the project. (MM)

ED 061 083

SE 013 516

Unit: Energy and Change, Inspection Set, First Trial Materials.

Australian Science Education Project, Toorak, Victoria.

Pub Date Nov 71

Note—230p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (On Loan)

Document Not Available from EDRS.

Descriptors—Curriculum, *Energy, *Instruction, Laboratory Manuals, Physical Sciences, *Science Activities, Secondary School Science, Teaching Guides, *Units of Study (Subject Fields)

Identifiers—Australian Science Education Project

The first trial version of a unit of the Australian Science Education Project materials for grades seven through ten in Australian secondary schools is intended for students in the concrete operations stage of intellectual development. It provides activities to give students a broad introduction to the concept of energy, which is treated as a model that scientists find useful to explain change. The teacher's guide to the unit is an annotated copy of the student manual, giving ideas for assisting students to develop the concept, lists of apparatus required, and suggested references for students and teachers. All students are expected to complete the introductory unit, and then to choose one or more of the five options: "Stored Energy," "Energy and Life," "Energy Converters," "Combustion," and "Using the Energy in Fuels." Each option contains instructions for numerous activities, poses questions to be answered in the student workbook, and provides background information. A diagnostic test booklet, and a booklet providing the correct answer, with a discussion of the incorrect choices, is also included in the package. (AL)

ED 061 084

SE 013 517

Manuals on Training of Statistical Personnel at the Primary and Intermediate Levels.

United Nations Economic Commission for Asia and the Far East, Bangkok (Thailand).

Pub Date 63

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Course Descriptions, Data Processing, Guides, Inservice Courses, *Statistical Analysis, *Training, *Vocational Education

This manual is designed for organizers and teachers concerned with training personnel working at the primary and intermediate levels in government statistical offices. The major content consists of outlines for nine training courses: (1) Principles and methods of statistics; (2) Designing a statistical investigation; (3) Data collection by field work; (4) Data collection from records; (5) Data processing; (6) Presentation and publication of statistics; (7) Utilization of statistics; (8) Supervision of statistical work; and (9) Statistical organization, co-ordination and stan-

dards. A timetable is suggested for each course; then, under each topic (26 in all), an elaboration of the subject matter is followed by discussion of the most suitable teaching methods and materials for that topic. It is hoped that use of such sources will eventually lead to an improvement in the statistics available from developing countries. (MM)

ED 061 085

SE 013 519

Owen, Oliver S.

Natural Resource Conservation: An Ecological Approach.

Pub Date 71

Note—593p.

Available from—Macmillan Company, 866 Third Avenue, New York, New York 10022 (\$9.95)

Document Not Available from EDRS.

Descriptors—*Conservation Education, Ecology, Environmental Education, Instructional Materials, *Natural Resources, *Textbooks, *Undergraduate Study

As a text for college courses in the conservation of natural resources, this book employs a biological (ecological) approach to the environment and environmental problems. Objectives of the material are to bring out: (1) the value of natural resources; (2) the gravity of the environmental crisis; (3) the principles of ecology which underlie natural resource management; (4) the techniques and policies by which resources can be managed effectively; and (5) to instill a sense of the urgency of our conservation crisis, and the extent to which the public can participate in solving it. Current coverage of recent national developments is given together with the responsibilities and programs of the various federal agencies concerned with conservation. Case studies are used to illustrate conservation principles and both sides of controversial questions are presented. Numerous photographs, diagrams, and charts visually supplement the narrative material and bibliographic references follow each of the 16 chapters. (BL)

ED 061 086

SE 013 527

Situation Report—Bulgaria, Czechoslovakia, Denmark, Greece, Honduras, Irish Republic, Malta, Romania, Spain, U.S.S.R.

International Planned Parenthood Federation, London (England).

Pub Date Nov 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in ten foreign countries are presented in these situation reports. Countries included are Bulgaria, Czechoslovakia, Denmark, Greece, Honduras, Irish Republic, Malta, Romania, Spain, and the U.S.S.R. Information is provided, where appropriate and available, under two topics, general background and family planning situation. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, government plans, and related supporting organizations. Bibliographic sources are given. (BL)

ED 061 087

SE 013 528

Situation Report—Burma, Chile, German Democratic Republic, Indonesia, Jamaica, Poland, Singapore, St. Christopher/Nevis, Trinidad & Tobago, Venezuela.

International Planned Parenthood Federation, London (England).

Pub Date Feb 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in ten foreign countries are presented in these situation reports. Countries included are Burma, Chile, German Democratic Republic, Indonesia,

Jamaica, Poland, Singapore, St. Christopher/Nevis, Trinidad and Tobago, and Venezuela. Information is provided, where appropriate and available, under two topics, general background and family planning situation. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, government plans, and related supporting organizations. Bibliographic sources are given. (BL)

ED 061 088

SE 013 532

Keller, Mark, Ed.

Quarterly Journal of Studies on Alcohol, Volume 33 Number 1, Part B, Documentation.

Pub Date Mar 72

Note—104p.

Available from—Quarterly Journal of Studies on Alcohol, Rutgers University, New Brunswick, New Jersey 08903 (\$15.00 Subscription, \$4.50 single copy)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Alcoholism, *Behavioral Sciences, *Bibliographic Citations, Indexes (Locaters), Literature, Periodicals, Reference Materials, Research

Abstracts of current research related to alcohol problems and allied subjects are contained in this quarterly journal. Subject areas cover physiology-biochemistry, metabolism of alcohol, determination of alcohol, psychology, psychiatry, treatment of alcoholism, intoxication and its treatment, medical complications in alcoholism, social aspects, epidemiology and statistics, education and propaganda, legal aspects, alcohol and safety, alcoholic beverages, and medicinal use of alcohol. Additional sections deal with new titles of periodical literature and reviews of selected new books, pamphlets, or documents. (BL)

ED 061 089

SE 013 546

Marshall, W. Robert, Jr.

Social Directions for Technology

National Academy of Engineering, Washington, D.C. Commission on Education.

Pub Date Jun 71

Note—57p.; Memorandum of a workshop

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Programs, Conference Reports, *Engineering Education, *Interdisciplinary Approach, *Social Influences, *Sociology, *Technology

A 1970 workshop that brought together academic and industrial engineers, sociologists, educators, and other behavioral scientists made some recommendations to universities, government, and industrial and professional societies concerning three major postulates. The postulates are that: (1) "public enlightenment on technology and how it interacts with the social system is long overdue," (2) "technical alternatives exist and must become a part of public decision-making," and (3) "the social and behavioral sciences eventually must become as familiar to engineering as physics, chemistry and mathematics." The discussion concerning each postulate is summarized by the editors, with excerpts from the reports of participants included to illustrate the diversity of opinion. Appendices contain a discussion of the organization of the workshop, including recommendations for persons organizing similar meetings; lists of participants; abstracts of the case studies (on transportation planning, the university and the housing crisis, new aspects for learning: how we shape tomorrow's society, nuclear power and its critics: the Cayuga Lake controversy and using technology to change society—a political problem) used to stimulate discussion; and abstracts of the three keynote addresses on the role of the university in educating engineers for solving societal problems. (AL)

ED 061 090

SE 013 551

Apostel, Leo And Others

Interdisciplinary Problems of Teaching and Research in Universities.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 72

Note—323p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$7.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Comparative Education, Conference Reports, Higher Education, Instruction, *Interdisciplinary Approach, *International Education, Philosophy, Social Influences, Surveys

The concept of interdisciplinarity (the integration of concepts and methods of teaching and research) is analyzed in this report. The impact of interdisciplinarity on university teaching and research adapted to social change is examined, and it is concluded that although "disciplines" need not be abolished, they should be taught in the context of their dynamic interrelationships and societal problems. The first part of the report analyzes information obtained from a selective survey of interdisciplinary institutes and universities in twelve countries. The second part "Terminology and Concepts" includes papers by Heckhausen, Boisot, Jantsch, Lichnerowicz, and Piaget, who consider aspects of "discipline" and "interdisciplinarity" within the context of developing scientific knowledge in industrial society. Apostel then synthesizes these contributions and discusses an operational approach to interdisciplinarity conceptualization. The final part considers the problems, and possible solutions, posed for institutional structure, curricula, and teaching methods and training by the introduction of interdisciplinary studies in universities. Descriptions of a number of universities teaching interdisciplinary courses are used throughout to illustrate the report. Appendices contain general bibliographies, lists of participants, and a list of related working documents available from OECD. (AL)

ED 061 091

SE 013 552

Educational Research European Survey 1970, Volume 4, Austria, Federal Republic of Germany, Netherlands, Turkey.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 71

Note—272p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Comparative Education, *Educational Research, Evaluation, *International Education, Policy, Psychology, Sociology, Surveys, Tests

Identifiers—*Council of Europe

The answers to questionnaires sent to members of the Council of Europe to obtain details of Government policy on educational research, descriptions of the principal educational research organizations, and summaries of the major studies completed or in progress in 1970 are summarized in this compilation prepared by the Documentation Center for Education in Europe. The responses of Austria, the Federal Republic of Germany, the Netherlands, and Turkey are included in this volume. A summary of the educational research policy of each country is provided. Twenty-seven Austrian, nineteen German, forty Dutch, and seven Turkish educational research institutes are described, giving the official title, address, name of the director, a brief history, an outline of the administrative organization and program emphases, and a summary of the research projects undertaken, including the aims, methods, and where applicable, results to date. Projects described include studies of the teaching and assessment of most disciplines at all educational levels, as well as psychological and sociological studies related to education. (SE 013 232 is a related document. (AL)

ED 061 092

SE 013 554

Acquisitions List No. 42.

Planned Parenthood—World Population, New York, N.Y. Katherine Dexter McCormick Library.

Pub Date Feb 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Books, *Contraception, *Demography, Environmental Influences, *Family Planning, Periodicals, Population Trends, Reference Materials

The "Acquisitions List" of demographic books and articles is issued every two months by the Katherine Dexter McCormick Library. Divided into two parts, the first contains a list of books most recently acquired by the Library, each one annotated and also marked with the Library call

number. The second part consists of a list of annotated articles, classified according to the Planned Parenthood-World Population (PPWP) Coding System, which have been selected from the 150 scientific and professional journals received by the Library. The purpose of the list is to assist PWP Affiliates and other organizations in easily arranging their informational materials in a systematic scheme. A form for ordering xeroxed copies of articles is included. (BL)

ED 061 093 SE 013 555

Acquisitions List No. 43.

Planned Parenthood-World Population, New York, N.Y. Katherine Dexter McCormick Library.

Pub Date Mar 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Books, *Contraception, *Demography, Environmental Influences, *Family Planning, Periodicals, Population Trends, Reference Materials

The "Acquisitions List" of demographic books and articles is issued every two months by the Katherine Dexter McCormick Library. Divided into two parts, the first contains a list of books most recently acquired by the Library, each one annotated and also marked with the Library call number. The second part consists of a list of annotated articles, classified according to the Planned Parenthood-World Population (PPWP) Coding System, which have been selected from the 150 scientific and professional journals received by the Library. The purpose of the list is to assist PPWP Affiliates and other organizations in easily arranging their informational materials in a systematic scheme. A form for ordering xeroxed copies of articles is included. (BL)

ED 061 094 SE 013 556

Johnson, David C.

An Investigation in the Learning of Selected Parts of a Boolean Algebra by Young Children.

Pub Date Apr 72

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 4, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Formation, *Elementary School Mathematics, Grade 1, *Instruction, Kindergarten Children, Learning, Logic, Relationship, *Research, *Set Theory

This study examined the effect of various instructional conditions on the ability of young children to form classes and to recognize order and equivalence relations. Children from four kindergarten and four first grade classes were first classified by two levels of IQ and then randomly assigned to experimental and control groups, giving a 2 x 2 x 2 design. The experimental group received 17 lessons on conjunction, disjunction, negation, and selected mathematical relations, designed to help the children learn to form classes, to form intersections, unions, and complements of classes, and to recognize relations between classes and class elements. The posttests consisted of five achievement tests and four transfer tests, and the scores were analyzed by univariate and multivariate analysis of variance. The results showed that the children were able to learn the skills taught, and that some transfer to related skills occurred. The main effects of treatment and IQ were highly significant on all tests, but grade level was not significant. Various implications for early schooling are presented. (MM)

ED 061 095 SE 013 558

Owens, Douglas T. Cooney, Thomas J.

The Effects of Selected Experiences on the Ability of EMR Children to Conserve and Use the Transitive Property of Three Matching Relations: A Feasibility Study.

Pub Date Apr 72

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 4, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Formation, *Conservation (Concept), *Educable Mentally Handicapped, *Elementary School Mathematics, *Instruction, Learning, Logic, Manipulative Materials, Relationship, *Research

This study examined the effects of a specified set of activities on the ability of educable mentally retarded (EMR) children to use the transitive property and conserve the three relations "

same number as," "more than," and "fewer than." Thirteen EMR students, aged 12 to 15, were taught eleven lessons on establishing and conserving these relations, and on the use of the transitive property. Three tests were given as pretests and readministered later as posttests and retention tests. Analyses of numbers reaching criterion showed that significant improvement occurred during the instructional period and was maintained thereafter. (MM)

ED 061 096 SE 013 561

Owens, Douglas T.

The Effects of Selected Experiences on the Ability of Disadvantaged Kindergarten and First Grade Children to Use Properties of Equivalence and Order Relations.

Pub Date Apr 72

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 4, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conservation (Concept), Disadvantaged Youth, *Elementary School Mathematics, Grade 1, *Instruction, Kindergarten Children, *Learning, Measurement, Relationship, *Research

A group of 47 kindergarten and first grade children from a school chiefly composed of Negro children from low-income families was involved in this study which followed a Solomon four group design. All children received a pretreatment of 17 lessons on matching relations and length relations. The pretest group was then given six tests on relations, conservation, and transitivity. The treatment group received nine lessons on conservation of matching relations and the transitive properties; the control group followed normal classroom activities except for two additional lessons on matching relations. Twelve posttests were then administered, including the six used as pretests in a slightly different form. The scores were analyzed by ANOVA and MANOVA using the factors of Treatment, Grade and Pretesting. On MANOVA, only the Grade factor approached significance. On ANOVA, the Grade factor was significant on two tests of matching and conservation, and the Treatment factor was significant on one of the transitivity tests. No pretest effect was found. Analysis of contingency tables failed to show any consistent pattern relating children's performance on the conservation and transitivity tests. (MM)

ED 061 097 SE 013 565

Van Wageningen, R. Keith Zellner, Ronald D.

The Child's Introduction to Mathematics: A Transfer Model Based in Measurement.

Pub Date Apr 72

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arithmetic, Conservation (Concept), *Elementary School Mathematics, *Instruction, Instructional Aids, Kindergarten Children, Learning, *Measurement, *Research

Tested was a method of learning numeration, addition, and subtraction using measuring operations in place of the more usual counting operations. It is claimed that an approach through "units of measurement" to continuous variables is mathematically more powerful than counting, which leads only to nominal and ordinal variables. Twelve children selected from the lowest achievement group of a middle class kindergarten were given a pretest of general mathematical ability and randomly assigned by matched pairs to experimental and control groups. The experimental group received 17 days of individual instruction by the experimenter, in which the student used an electro-mechanical measuring device as a learning aid. A conservation test was given to all students as a pre- and posttest, and the mathematical ability test was readministered as a further posttest. Analysis by a correlated t-test showed that the experimental group made significant gains on both tests; the changes in the control group's scores were not significant. (MM)

ED 061 098 SE 013 566

Antkowiak, Bernadette M.

Role-Play and Characterization as Techniques for Teaching Primary Level Number Concepts.

Bucknell Univ., Lewisburg, Pa.

Pub Date Apr 72

Note—20p.; Based on M.S. Degree, Bucknell University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Arithmetic, Dramatic Play, *Elementary School Mathematics, *Instruction, Instructional Aids, Kindergarten Children, *Research, *Role Playing

This study investigated the effect of play-like behavior on the learning of elementary arithmetic. Kindergarten children from one school were pretested on addition and subtraction of the numbers zero through five; and eight groups of five subjects were randomly selected from those scoring below the mean. These groups were then randomly assigned to four treatments obtained by two levels of characterization with or without role-playing. All groups used a number line with colored houses representing the numbers zero through five. At one level of characterization, the numbers to be added or subtracted were represented by animal figures moving between the houses; at the other level, numbers were represented by numerals in the usual way. The role-playing groups acted out the movements; the other groups only vocalized the results. All treatments lasted for seven sessions. The pretest was repeated as a posttest, and again a week later as a retention test. The results showed that the group using numeral representation without role-playing learned considerably more than all the other groups; an ANOVA confirmed the significance of these differences for the posttest but not the retention test. The authors suggest various explanations for some of the unexpected patterns observed in the results, particularly the uncontrolled sex factor. (MM)

ED 061 099 SE 013 574

Environment Information ACCESS, Volume 2

Number 6.

Environment Information Center, New York, N.Y.

Pub Date Mar 72

Note—96p.

Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locators), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. A special segment in this issue extracts significant environmental entries from the Federal Register. Additional sections deal with current conferences and subject, industry, and author indexes. (BL)

ED 061 100 SE 013 578

Moser, Gene W.

An Information Theoretic Model for the Human Processing of Cognitive Tasks.

Pub Date Apr 72

Note—83p.; Presented at the National Association for Research in Science Teaching, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Cognitive Processes, *Information Theory, *Memory, Models, *Problem Solving, Psychology, *Recall (Psychological)

Identifiers—NARST

An information-theory model of human memory was tested in thirteen experiments which involved children (six years and older) and graduate students. The subjects conducted science investigations in laboratory and non-laboratory

settings, solved problems of electrical circuits, and participated in classroom science lessons. The tasks used involved problem solving, recognition, and immediate and delayed recall. The model gave meaningful descriptions of cognitive processing, allowed isolation of several memory processes, and provided evidence of learning information processing. The differences in the kind of information processed during various cognitive tasks were due to interactions; for example, between input information and long-term memory. Problem solving tasks involved controlling and balancing "noise" in the input and output information channels; recall processing differed from problem solving by an inverse management of noise control. The data represent the first significant demonstration of Shannon's 1948 theorem on error capacity of communication channels. The model, with universal applications for describing human behavior, may allow interpretation of how and when learning occurs. (A glossary of terms and data tables are appended. A simplified diagrammatic version of the model is included.) (Author/AL)

ED 061 101 SE 013 580

Felen, Barbara K.
Information Processed by Negro and Caucasian Children Engaged in Problem-Solving Tasks.

Pub Date Apr 72
Note—46p.; Presented at the National Association for Research in Science Teaching, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Behavioral Science Research, *Cognitive Processes, Information Theory, *Memory, Problem Solving, Psychology, *Racial Differences

Identifiers—NARST

The memory model, based on information theory proposed by Moser (see SE 013 578), was used to compare the cognitive processing patterns of second and eighth grade Negro and Caucasian students in solving the "parallel circuits" problem. (Connecting two light bulbs and a dry cell so that when both bulbs light, one bulb can be unscrewed, leaving the other lit.) Fifteen male and fifteen female students of each race were randomly selected from each grade level. After the problem was verbally explained, the sequence of connections made by each student was coded. The data processed by successful and unsuccessful students of each race and sex were analyzed separately in terms of Moser's model. Contingency table analyses, t-tests and regression analyses of the parameters of the model were made. All successful students processed most of the information in the short-term memory and showed more long-term memory retrieval than unsuccessful students. The relative number of successful solutions did not differ with respect to race or sex. The information flow patterns found in this study were similar to other examples of problem solving analyzed in terms of the Moser model and were characterized by high noise levels in the information channels. Full data for the calculated "information values" are appended. A glossary containing information theory terms and definitions of the model parameters is also appended. (AL)

ED 061 102 SE 013 581

Fazio, Frank Moser, Gene W.
Information Processing at the Memoryful and Memoryless Channel Levels in Problem-Solving and Recall Tasks.

Pub Date Apr 72
Note—41p.; Presented at the National Association for Research in Science Teaching, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Behavioral Science Research, *Cognitive Processes, *Information Theory, *Memory, Models, *Problem Solving, Psychology, *Recall (Psychological)

Identifiers—NARST

A probabilistic model (see SE 013 578) describing information processing during the cognitive tasks of recall and problem solving was tested, refined, and developed by testing graduate students on a number of tasks which combined oral, written, and overt "input" and "output" modes in several ways. In a verbal chain one subject repeated the substance of a communication to a second person, who in turn relayed the information. Each subject then wrote a statement of what was heard. Other tasks included verbal

problem solving and immediate and delayed recall. Between one and one-and-one-half bits of long term memory information were processed in problem solving and recall tasks. Some subjects restructured the terms of a communication during recall and differed in problem solving strategies. There were interactions between information input and information retrieved from long-term memory. Subjects could tolerate 47.6 percent increase of information input before "noise" interfered with problem solving. In recall tasks there was a 59.7 percent decrease of information input. An individual's cognitive processing style can be identified from parameters of the model. (A glossary of terms, definitions of model parameters, and 14 data tables are appended.) (Author/AL)

ED 061 103 SE 013 582

Rowe, Mary Budd
Wait-Time and Rewards as Instructional Variables: Their Influence on Language, Logic, and Fate Control.

Pub Date Apr 72
Note—32p.; Presented at the National Association for Research in Science Teaching, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Educational Research, Elementary School Science, *Instruction, Interaction Process Analysis, *Questioning Techniques, *Research Reviews (Publications), Student Characteristics, Teacher Characteristics

Identifiers—NARST

Elementary science teachers allow an average of one second for a response to a question, and follow a student response by a comment within an average of nine-tenths of a second. When these two "wait times" are extended to three to five seconds, a number of changes occur in student variables. There are increases in the length of the response, the number of unsolicited appropriate responses, student confidence, incidence of speculative responses, incidence of child-child data comparisons, incidence of evidence-inference statements, frequency of student questions, and incidence of responses from "relatively slow" students. The number of teacher questions which do not elicit a response decreases. Teacher characteristics change as wait-times increase. There is an increased flexibility of teacher responses, the questioning pattern becomes more variable, teacher expectations for performance of students rated as "slow" may change. These generalizations are based upon five years of study of video-taped lessons or micro-teaching sessions. These studies also suggest some research hypotheses concerning the effect of verbal reward and wait-time on students' perceptions of their degree of environmental control: low incidence of verbal reward and a long wait-time may reduce fatalism. (Author/AL)

ED 061 104 SE 013 589

Reynolds, Thomas D. And Others
Space Mathematics, A Resource for Teachers Outlining Supplementary Space-Related Problems in Mathematics.

National Aeronautics and Space Administration, Washington, D.C.
Report No—NASA-EP-92

Pub Date Jan 72
Note—130p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C., 20402 (\$2.00, Stock Number 3300-0389)

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Aerospace Education, *Instruction, Instructional Materials, *Mathematical Applications, Mathematical Enrichment, Mathematics Education, *Resource Materials, *Secondary School Mathematics

This compilation of 138 problems illustrating applications of high school mathematics to various aspects of space science is intended as a resource from which the teacher may select questions to supplement his regular course. None of the problems require a knowledge of calculus or physics, and solutions are presented along with the problem statement. The problems, which cover a very wide range of difficulty, are grouped into chapters as follows: Conversion Factors, Notation, and Units of Measurement; Elementary Algebra; Ratio, Proportion, and Variation; Quadratic Equations; Probability; Exponential and Logarithmic Functions; Geometry and Related Concepts; Trigonometry; Geometry and Trigonometry Related to the Sphere; and Conic Sections. A bibliography is provided. (MM)

ED 061 105 SE 013 593

Grouws, Douglas A.
Some Factors Associated with Children's Solving Performance on Four Types of Mathematical Open Sentences.

Pub Date 4 Apr 72
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 4, 1972

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Arithmetic, *Elementary School Mathematics, Grade 3, Mathematics Education, Number Concepts, *Research

Identifiers—Equations, *Open Sentences

This study investigated three factors associated with third grade children's ability to solve open sentences of the types $N + a = b$, $a + N = b$, $a - N = b$, and $N - a = b$, where a and b are given whole numbers and N is to be found. Two factors were: (1) the size of the numbers a and b ; and (2) the context of the sentence, whether presented alone or as a step in the solution of a verbal problem. A 16-item test was constructed by completely crossing sentence type with these two factors, and administered to a random sample of 16 boys and 16 girls drawn from three representative elementary schools. A latin square procedure was used to control any item sequence effects, and every child received the same 16 items in a different order. Response scores, analyzed by MANOVA, showed that: (1) there was no significant sex effect; (2) the sentence type $a - N = b$ was significantly more difficult than the other types, which did not differ significantly; (3) sentences with one-digit numbers were significantly easier than those with two digit numbers; and (4) the verbal problems used in the test were not more difficult than the corresponding abstract number sentences. (MM)

ED 061 106 SE 013 608

Unit: Life in Freshwater, Inspection Set, National Trial.

Australian Science Education Project, Toorak, Victoria.

Pub Date Feb 72
Note—135p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—Biology, *Curriculum, *Environmental Education, Pollution, *Science Activities, *Science Course Improvement Project, Secondary School Science, Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Australian Science Education Project

This version of a unit written by the Australian Science Education project, which is preparing materials for science instruction in grades seven through ten, is available for national testing. It contains two student books, the first providing instruction for six activities considered basic to an understanding of the aquatic habitat, and reading on gaseous and energy exchange, and on aquatic food webs. The second student book outlines nine optional activities that students may choose to follow. The options include study of the "quality" of fresh water, the variations in habitat within a river, fish hatcheries, and sewage treatment. Most options involve student experiment or information retrieval. There is a separate workbook for use during a pond excursion, including drawings of representative organisms likely to be found. A test booklet contains 28 self-check multiple choice questions, with reference to appropriate sections of the materials if remedial work is needed. The Teachers Guide provides an overview of the unit, suggestions for organizing study, lists of apparatus needed, and suggested sources of reference material. (AL)

ED 061 107 SE 013 622

Liao, T. Ed.
Engineering Concepts Curriculum Project Newsletter, Volume 4 Number 8.

Brooklyn Polytechnic Inst., N.Y. Engineering Concepts Curriculum Project.

Pub Date Feb 72
Note—8p.

Available from—ECCP Newsletter, Polytechnic Institute of Brooklyn, 333 Jay Street, Brooklyn, New York 11201 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Curriculum, *Educational Trends, Evaluation, Instruction, Newsletters, *Science Course Improvement Project, *Science Education

Identifiers—*Engineering Concepts Curriculum Project

In the major article in this issue of the "Newsletter of the Engineering Concepts Curriculum Project (ECCP)," Hurd examines the current trends in science education in the United States and lists eight priority needs for science programs in the 1970's. These priority needs are closely related to the necessity of solving science-based social problems, including intellectual skills and appropriate values. Other announcements include the results of trial administrations of ECCP attitude inventories, lists of training programs for teachers using ECCP materials, and a copy of an evaluation instrument that may be used in ECCP classrooms. The filmstrip "SIMULATION, An Educational Tool" is reviewed, and an ECCP Implementation Center at the University of South Florida is described. (AL)

ED 061 108 SE 013 624
Environment Information ACCESS, Volume 2

Number 7.
Environment Information Center, New York, N.Y.

Pub Date 1 Apr 72
Note—85p.

Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locators), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Additional sections deal with current conferences and subject, industry, and author indexes. (BL)

ED 061 109 24 SE 013 626

Ball, George A., Jr.
Development and Testing of Individualized Audio-Tutorial Instruction in Sophomore-Level Plant Morphology. Final Report.

Gaston Coll., Dallas, N. C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program. Bureau No—BR-0-C-009

Pub Date Jan 72
Grant—OEG-3-70-0034(509)
Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Programs, *Botany, *College Science, Individualized Instruction, *Program Development, *Program Evaluation

A complete audio-tutorial course in sophomore-level plant morphology was prepared, using an existing textbook and laboratory manual. Audio scripts, behavioral objectives and unit quizzes were written by the research participants. A pilot study was completed and needed revisions made. Preliminary testing was begun, but the number of students enrolled was insufficient to make a meaningful comparison with courses taught at cooperating senior institutions by comparison of examination scores, placement test scores, etc. It is concluded that a much longer, long-term testing procedure should be developed before any meaningful statistical comparison can be made. (Author/CP)

SO

ED 061 110

Schofield, Michael And Others
Society and the Young School Leaver. A Humanities Programme in Preparation for the Raising of the School Leaving Age.

Nuffield Foundation, London (England); Schools Council, London (England).
Pub Date 67

Note—94p.

Available from—The Financial Officer, Schools Council, 160 Great Portland Street, London, WIN 6LL

Document Not Available from EDRS.

Descriptors—Curriculum Design, *Curriculum Development, Curriculum Planning, *Experimental Schools, *General Education, Humanities, *Humanities Instruction, *Low Ability Students, School Organization, Secondary Grades

The Report, intended as a discussion paper, attempts to stimulate the thinking of teachers about the role of the humanities in the education of students who intend to leave school at the minimum age, and continue their education no further. Raising of the minimum school age to 16 in 1970-71 presented schools with an opportunity to re-design secondary curriculum considering that the student will shortly leave school. One of the main tasks in this report is to make some good ideas on curriculum development in this area better known. Visits were made to over 100 schools where experiments are in progress and nearly all the ideas in this report are based on various practices that work in schools. Although the given examples of successful school experiments vary, there is agreement that some form of reorganization of schools is necessary and that suitable curriculum should not focus upon content but upon the needs of the students and be: interesting and relevant; about man, his immediate environment and his community; interdisciplinary; able to offer new experiences; work-study oriented; and, thought out by the staff who will implement it. The main conclusion is that it is feasible to develop curriculum in the humanities for the young person leaving school. (Author/SJM)

ED 061 111

Gibson, John S.
Toward Integration Through Education: Dichotomies of Purposes and Processes.

Tufts Univ., Medford, Mass. Lincoln Filene Center for Citizenship and Public Affairs.
Pub Date 5 Mar 71

Note—69p.; Speech presented at the Annual Conference on Civil and Human Rights in Education, National Education Association, March 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Classroom Integration, *Educational Quality, *Equal Education, *Integration Effects, Integration Plans, Integration Studies, Minority Group Children, Negro Education, Negro Students, Race Relations, Racial Attitudes, *Racial Integration, Racially Balanced Schools, *School Integration, Social Integration, Speeches

Beginning with the thesis that integrated education is indispensable to achieving an integrated society, the author examines first whether these assumptions behind school desegregation are valid or not, and why: that students will perform better academically, and that more democratic human relations will ensue. He presents evidence to show that racial mixes and interactions, without quality education, cannot and do not achieve these goals. The author then discusses four reasons for the inadequacies of integrated education: paradoxical teachers and teaching; patronizing curriculum; sterile instructional materials; and silent administrators. This is followed by an examination of the impact of these factors on different kinds of schools. In the third section of the paper, Toward Quality in Education, six components of quality education are proposed and discussed: a democratic school, quality teachers and teaching, integrated curriculum, authentic instructional resources, vigorous support from the school administration, and community-family-school relations. The caution is

added that unless schools are joined by other social institutions, educational efforts toward an integrated society will have little effect. In conclusion, the author discusses some additional suggestions for advancing democratic human relations through education. (Author/JLB)

ED 061 112

Jamieson, Alfred
A Selective Annotated Guide to Materials on Latin America Suitable for Use at the Secondary School Level. Latin American Studies Project.

New York State Education Dept., Albany. Center for International Programs and Cooperative Services.

Pub Date Apr 71
Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Area Studies, *Cross Cultural Studies, Ethnic Studies, Foreign Countries, Foreign Culture, *International Education, *Latin American Culture, Secondary Grades, Social Studies, Spanish Culture

Identifiers—*Latin America

This selective annotated bibliography is designed to provide reference materials on Latin America that are useful at the secondary level. The guide includes materials on traditionally ignored areas of study, and reflects, as much as possible, an awareness of the problem of relevance and reality in Latin America, in social studies education, and in student interests. The bibliography of materials, the majority of which date from 1960 through 1970, is divided into eight parts: 1) texts; 2) supplementary readings of anthologies, literature, and specialized subjects; 3) inquiry studies, including simulation; 4) language materials; 5) citations on minority studies; 6) materials for the educationally disadvantaged student; 7) audio-visual and mixed-media materials; and, 8) bibliographies, handbooks, and other resources. Complete bibliographic information is provided, along with availability, price, and reading level for the average, above average and superior students. (Author/SJM)

ED 061 113

Gray, Donald J.
The Lessons of Summer Institutes.
Consortium of Professional Associations.
Pub Date Apr 70

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Improvement, Educational Innovation, Higher Education, Humanities, Improvement Programs, Inservice Programs, *Inservice Teacher Education, Program Effectiveness, Program Evaluation, *Social Sciences, *Summer Institutes, Summer Programs, Teacher Education, Teacher Educators, *Teacher Improvement, *Teacher Programs

Identifiers—*Experienced Teacher Fellowship Program, NDEA Institutes

This report provides a broad overview of previous NDEA institute evaluation reports on summer institutes two or more summers ago. Emphasis is on how to make the institutes more effective. Primary purposes of the summer institutes are to: 1) change what and how students learn in elementary and secondary school classrooms; and, 2) change college and university teachers and courses in which prospective teachers are educated. Common patterns as to participants, faculty characteristics, and structured content are evident in these reports. Institutes concentrated on narrow topics organized around a period, problem, or theme, and attempted to teach something new and innovative. Effective institutes are exemplary, advanced, innovative, intense and cogent motivating forces. Institutes are most successful in renewing teacher's interest in and teaching them something new about the content of their subject, but less successful in helping teachers change their teaching methods, or to use different and new material and media in their courses. Experiences of the summer institutes indicate that college and university teachers need to understand the limits, possibilities, and politics of teaching in the schools, about what can be changed, and how changes occur in a system. (Author/SJM)

ED 061 114

Black Americans: Past and Present. Contributions to American Life.

Dade County Public Schools, Miami, Fla.
Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—African American Studies, *American Culture, American History, Bibliographies, Biographies, Elementary Grades, *Negro Achievement, Negro Culture, *Negro History, *Negro Leadership, *Negro Role, Resource Guides, Social Studies, Teaching Guides

This guide is intended for use as part of a cross-cultural, multi-ethnic approach to curriculum in the elementary school. It is hoped that this approach will enable teachers to guide pupils in developing a better understanding of the impact of black contributions on the total American culture. The guide attempts to support such efforts by: 1) introducing black people who have made contributions to the American way of life; 2) identifying the cultural significance of their contributions or historical events in which they were involved; and, 3) providing a list of biographical multimedia materials. It may also serve to help teachers motivate pupils by establishing the groundwork for new experiences and insights. There are eight major components to the guide: 1) suggestions for using the guide; 2) suggested activities; 3) areas of contributions and names of contributors; 4) three units—Negroes in Early American History; Individual Recognition and Achievement; and Protest and Progress (the units contain no narrative, rather they consist of charts of events and personalities, and matching suggested resources); 5) Appendix A, White Americans who Contributed to Negro Advancement; 6) Appendix B, Examples of Suggested Activities, providing descriptions of specific activities that represent the categories mentioned in Section 2, above; 7) Bibliography; and, 8) Index. ED 048 029 is related. (Author/AWW)

ED 061 115 SO 002 589

Howard County Public Schools Social Studies Curriculum Unit: Middle School Human Relations.

Howard County Board of Education, Clarksville, Md.

Pub Date 70

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizenship, Elementary Grades, Human Dignity, *Human Relations Units, Individual Development, Instructional Materials, Intermediate Grades, Junior High Schools, Middle Schools, Self Concept, *Social Development, *Socialization, Social Responsibility, *Social Studies Units, Stereotypes, Teaching Guides

Part of the rationale underlying this three-part human relations unit (taken from Major Concepts for Social Studies by the Social Studies Curriculum Center at Syracuse) is that students should become aware of the importance of the dignity of each individual, and the young citizen should be striving to work and cooperate with fellow individuals. Human dignity should imply to every citizen the worth of each individual—worth that exists because the individual exists and not because of his achievements. Some of the overall objectives for the unit are that the student: 1) better understand and accept himself as an individual and member of a group; 2) become aware of the awesome responsibility of being a pre-adolescent and react to the conflicts and problems arising from this; 3) demonstrate by examples and discussion that knowledge should result in action. A number of themes are examined through written exercises, role-playing, and other activities. Among them are: universals and differences among men; self concept and identity; individuality; maturity; social roles; socialization influences; stereotyping; self confidence; human needs; apathy; dissent; nonconformity; extremism; and inference vs. fact. All of the student materials required are contained in the document. (Author/AWW)

ED 061 116 SO 002 600

Rangoon, U Ba

Educational Abstracts. Burma: Volume 8, Number 2, for May-September, 1969.

National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date Sep 69

Note—56p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (TT-69-51051/2; MF\$0.95, HC\$3.00)

Document Not Available from EDRS.

Descriptors—Abstracts, *Education, *Educational Administration, *Educational Development, *Educational Practice, *Foreign Countries, General Education, Higher Education, Periodicals, Primary Education, Professional Education, School Systems, Secondary Education, Technical Education

Identifiers—Asia, *Burma, Educational Systems

Abstracts and bibliographic information for 100 items are presented in this edition. All but a few of the abstracted publications were published between May and September, 1969. Items include brief and extensive newspaper articles, journal articles, and government reports arranged under these headings: General, Primary Education, Secondary Education, Higher Education, Editorials, Professional and Technical Education, and Miscellaneous. Other editions in ERIC are: ED 034 462, ED 025 987, and ED 044 686. (DJB)

ED 061 117 SO 002 602

A Rationale for Elementary Social Studies Programs: Area of Instructional Services.

New Mexico State Dept. of Education, Santa Fe.

Pub Date 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Cognitive Objectives, *Concept Teaching, *Conceptual Schemes, Curriculum Design, Curriculum Planning, Educational Objectives, *Educational Philosophy, Elementary Grades, *Social Studies, State Departments of Education

Identifiers—*New Mexico

This booklet presents an updated rationale for elementary social studies in New Mexico's schools to serve as a catalyst for curricular change and a foundation upon which to build "new" social studies programs which are conceptually based, organized, and implemented. New programs should help students develop analytical skills while learning to empathize like humanists. Objectives, incorporating a combination of humanistic, citizenship and intellectual education, are to help the child: 1) develop an adequate self concept; 2) desire to preserve our national heritage; 3) understand conflicts and how to resolve conflicts; 4) develop loyalty to the state, nation, and to all mankind; 5) accept need for social change; 6) build awareness of the value of work; 7) comprehend the ideal of the dignity of man; and, 8) understand the concept of government by consent of the governed. Key substantive concepts to be considered in a program are: causality, conflict, cooperation, cultural change, differences, independence, modification, power, and social control. Content and instructional strategies are utilized to achieve the stated purposes and to help develop understanding of key concepts. Almost half of the book is devoted to social studies scope and sequence outlines, grades 1-6, from the Albuquerque, Las Cruces, and Los Alamos Public Schools. A bibliography compiled by the Foreign Policy Association, published in 1970, is included. (Author/SJM)

ED 061 118 SO 002 613

Shafer, Angelyn K.

An Environmentally Related Program for the First Grade.

Western Washington State Coll., Bellingham. Huxley Coll. of Environmental Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—P-R-7

Bureau No.—BR-0-0848

Pub Date Nov 71

Grant—OEG-0-70-5039

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Activities, Creative Writing, Dance, Elementary Grades, *Environmental Education, Grade 1, Grade 3, Interdisciplinary Approach, *Outdoor Education, Photography, Reports, Teaching Guides, Teaching Techniques

Identifiers—Learning Activity Packets, *Sedro Woolley Project

This narrative description of the author's participation in an environmental education program is intended to provide first grade teachers with ideas for incorporating multidisciplinary environmental education into the existing curriculum. Environmental education, within this publication, is broadly conceived. In addition to the more traditional focus on experience with and respect

for living things, a variety of attitudes and techniques for humanizing the classroom experience are also discussed. An appendix includes three learning activity packages: 1) a program using cameras to increase environmental awareness; 2) an expression in movement program to enhance awareness of shapes and motion; and, 3) a creative writing activity (for the third grade) that centers around the theme of the pupil in his environment. Each package is outlined in terms of objectives, activities, the author's own experience with the package, and books and materials required. A bibliography of books, films, and other aids for teachers and students is included. (Author/AWW)

ED 061 119 SO 002 656

Passin, Herbert

Japanese Education: A Bibliography of Materials in the English Language.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 70

Note—145p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York (Paperback \$4.50)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Comparative Education, *Educational Development, *Educational History, Educational Methods, Educational Philosophy, *Educational Practice, Educational Sociology, Educational Theories, Elementary Education, *Foundations of Education, Higher Education, Secondary Education

Identifiers—Educational Systems, *Japan

This book, one of the Studies of the East Asian Institute at Columbia University, is an expanded and updated bibliography of an earlier work published in 1965 that attempts to bring together materials in English on education in Japan. Approximately 1500 selective items dated from 1876 to 1969 written by Americans and Japanese are grouped under the following eight headings: General, Historical, The American Occupation, Moral Education, Students, Teachers, Women, and Specialized. Author entries are consecutively numbered throughout the bibliography and listed alphabetically under each heading. Additional features include a listing of selective general serial publications, serial publications of the Japanese Ministry of Education and a listing of journals published outside the United States. An author index with the number of the bibliographic citation is provided. (Author/SJM)

ED 061 120 SO 002 660

Cowan, L. Gray

The Cost of Learning: The Politics of Primary Education in Kenya.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 70

Note—117p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York (Paperback \$4.50)

Document Not Available from EDRS.

Descriptors—*Community Control, Educational Administration, *Educational Development, *Educational Economics, Educational History, Educational Legislation, Nationalism, Political Issues, Political Power, *Politics, *Primary Education, School Community Relationship, School Systems

Identifiers—Education Act of 1968, Educational Systems, *Kenya

This essay seeks to emphasize the relationship in Kenya between primary education and politics, in the context of local control through elected County Councils over primary education. It looks at the costs of primary education, including political and social costs, in terms of their effects on local government and on the relationship between local and central authorities. Chapter I, An Historical Overview of Primary Education, provides an outline of the chief issues and of the attempts made to resolve them during British occupation. Chapter II brings the story up to date, describing primary education since independence of 1963. Major sections deal with the teachers and the Teachers Service Commission, agencies of school governance, and the primary school population. Financing Primary Education, Chapter III, discusses sources of educational income, expenditures, and future costs. The effects of Kenya's 1968 education act (appended in full)

including stated objectives with learning activities requiring student participation listed beneath. The three parts attempt to teach students to: 1) analyze how and in what ways media affects society and examine theories by experts in the field; 2) study the history, development, and workings of mass media and compare media content and techniques; and, 3) examine challenges and criticisms facing the media. Additional features include a bibliography of student and teacher resources listing books, films and periodicals. Related documents are: SO 002 708 through SO 002 718. (Author/SJM)

ED 061 128 SO 002 716
Social Studies. Launch Pad: An Introduction to the Social Studies.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—56p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, Citizenship, *Concept Teaching, Conceptual Schemes, Curriculum Guides, Grade 7, Grade 8, Grade 9, *Interdisciplinary Approach, Junior High Schools, Resource Guides, Secondary Grades, *Social Studies Units, *Thematic Approach, Thought Processes
Identifiers—Florida, *Quinmester Programs, Structure of Knowledge

The introductory social studies survey course required for grades 7 through 9, part of the Quinmester Program, attempts to help the student develop a cognitive structure in the social sciences generally and in each of seven disciplines. Emphasis is placed on basic skills the social scientist uses to study man and his problems. "Launch Pad" is a beginning step toward developing reasoning in decision makers living in a world of rapid and continual change. Using an interdisciplinary approach, the student will investigate man's effort to understand his environment. A period of forty-five days is set aside for this course. The guide is arranged into a broad goals section, a course content outline section, an objectives and learning section, and a materials section. The material section includes a list of student and class materials of books and films, and teacher reference materials. Additional features include a list of references for the teacher providing surveys of each discipline as well as teaching suggestions. Also provided is a list of culminating activities. An appendix defines the seven disciplines presenting concepts and concept-derived generalizations. Related documents are SO 002 708 through SO 002 718. (Author/SJM)

ED 061 129 SO 002 717
Coe, Rose Marie

Social Studies: Politics and You.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—42p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *American Government (Course), Behavioral Objectives, *Citizenship, Civics, Current Events, Curriculum Guides, Democracy, Elections, Grade 10, Grade 11, Grade 12, *Political Socialization, *Politics, Resource Guides, Secondary Grades, *Social Studies Units

Identifiers—Florida, *Quinmester Programs

This course of instruction, intended as an elective course for grades 10 through 12, is one of a series of curriculum guides revised to fit the quinmester administrative organization of schools. The principal goals of the course are to: 1) motivate students, soon able to vote, toward participation in the American political process; and, 2) teach them understanding of the workings of the American political process. The guide is arranged into four sections. Section 1 lists eight goals for the course. Section 2 outlines course content and includes units on politics, citizens, the political party system, the structure and functions of political parties, the convention, campaign, elections, citizens roles, and evaluation of the American political party system. Section 3 lists objectives and learning activities for each unit, requiring student participation. Section 4 provides a bibliography of resource materials dating from 1955 through 1971, the majority of which are recent materials, for students and teachers. Related documents are SO 002 708 through SO 002 718. (Author/SJM)

ED 061 130

Thompson, Hugo W.

Report of a Feasibility Study on High School Philosophy 1968-1971.

Central States Coll. Association, Evanston, Ill.
Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 71

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Course Descriptions, Course Evaluation, *Curriculum Development, *Curriculum Research, Educational Objectives, *High School Curriculum, *Humanities Instruction, *Philosophy, Program Descriptions, Program Evaluation, Projects, Secondary Grades, Socioeconomic Influences, Student Attitudes, Suburban Schools, Teacher Evaluation, Teacher Role, Teaching Techniques, Urban Schools

Identifiers—*Carnegie Philosophy Project

Described in this document is a three year project to determine the feasibility and effectiveness of philosophy as a high school subject. Experimental problems are: 1) can philosophy be taught as a regular subject; 2) if so, how; 3) what are the problems; and 4) what objectives, methods, materials, and evaluation processes are valid and useful for high school philosophy? The project selected 14 college instructors, some with high school experience, to teach a one semester course in philosophy in 10 cooperating Chicago area high schools—two inner city and eight affluent suburban schools. Nearly 2,000 students enrolled in one of the courses during the project, fewer students than requested the course. Feedback from project staff, students, other teachers, administrators, and formal evaluation teams assisted coordination and formative evaluation. Other reported aspects of the project and its evaluation include: school and community setting, course and unit patterns, teaching materials, teachers, classrooms, evaluations, and recommendations. The latter two sections are based on what was concluded to be demonstrated feasibility and effectiveness of the high school philosophy courses. (DJB)

ED 061 131

Gibson, William M.

Lessons in Conflict: Legal Education Materials for Secondary Schools.

Boston Univ., Mass. School of Law.; Tufts Univ., Medford, Mass. Lincoln Filene Center for Citizenship and Public Affairs.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 71

Note—189p.; Second edition

Available from—Law in the Social Studies Project, For Citizenship and Public Affairs, Tufts University, Medford, Massachusetts

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Case Studies, Citizenship, *Civil Liberties, Court Litigation, *Democratic Values, Disadvantaged Youth, Instructional Materials, *Law Instruction, Laws, Legal Problems, Legal Responsibility, Problem Solving, Projects, Resource Guides, Role Playing, Secondary Grades, Simulation, *Social Studies Units, Teaching Guides

Identifiers—*Law and Poverty Project, Law in the Social Studies Project

This guide includes 18 units, special teaching instructions, a brief history of legal assistance, a multimedia resource guide, and a list of democratic principles which are stressed repeatedly in the units. The units employ the case approach to illustrate legal issues for class problem solving. Facts, issues and laws are chosen on the basis of relevance to the daily life experience of youth, especially the disadvantaged. Avoidance of trouble with the law is the main behavioral objective. Others include: the development in youth of positive attitudes toward the legal system and its representatives; and the provision of a working knowledge of law that is relevant to their lives. Each unit includes introductory information for the teacher, teacher discussion materials, and instructional activities, some of which include instructional materials. Unit titles are: Introduction to the Law, Legal System, Consumer Rights, Torts, Criminal Law, Trial Procedure, Evidence, Juvenile Rights, Drugs, Business Organization, Property Law, Employment, Welfare, Family Law, Taxation, Eminent Domain, Special Remedies, and Law

SO 002 723

Reform. The units were originally taught by 300 law students within social studies classes during the development phase of the project. This revised material can be taught as is in one class period per week or be adapted to myriad conditions. (DJB)

ED 061 132

SO 002 725

Early Elementary-Level Social Studies Textbooks. A Report in Regards to Their Treatment of Minorities.

Michigan State Dept. of Education, Lansing.

Pub Date Jan 72

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Pluralism, Elementary Grades, Ethnic Groups, Social Problems, *Social Studies, Textbook Content, *Textbook Evaluation, Textbook Selection

Identifiers—Michigan

The eight books examined in this study were the most recent editions of: Observing People and Places; Exploring Our Needs; At Home in Our Land; The Social Sciences: Concepts and Values; Communities and Social Needs; Learning About Communities: One Plus One; Investigating Man's World: Local Studies; and, Communities and their Needs. A group of six elementary education and social studies specialists were chosen to examine each of these books in terms of the degree to which the textbook fairly includes recognition of the achievements and accomplishments of various ethnic and racial groups. From this broad criterion, the Committee set up a list of 19 specific criteria. Some of these are: 1) What are the implicit assumptions of the content, both pictorial and verbal; 2) Is the legitimacy of a variety of life styles acknowledged; 3) Are present-day problems realistically presented; and, 4) Are ethnocentric views reinforced or worked against? The Committee found that though these textbooks were, perhaps, not as good as they might be, still, as a group, they represent an improvement over similar books published only a few years ago. However, the textbooks still do not present the great social problems of our time in as direct a way as they might. The report also presents reviews by the Committee of each of the textbooks included in the study. (Author/JLB)

ED 061 133

SO 002 727

Lewis, Darrell R. Orvis, Charles C.

Research in Economic Education.

Joint Council on Economic Education, New York, N.Y.

Pub Date 71

Note—120p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$3.00)

Document Not Available from EDRS.

Descriptors—Abstracts, Annotated Bibliographies, *Economic Education, Higher Education, Literature Reviews, Secondary Grades

This research review and bibliography of abstracts has been prepared for economists and educators interested in the present status of research in economic education. It is composed of three parts: In the first section Professors Darrell Lewis and Charles Orvis review the current status and trends in economic education research and conclude with a summary of problems and prospects for future research. The second part is a selective bibliography of all those sources (133) which the authors found appropriate for inclusion. The last and longest section provides abstracts of all the sources identified. (Author/AWW)

ED 061 134

SO 002 731

Selected Readings on New York City. Grade Five. Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—P-HS-045

Pub Date [67]

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Colonial History (United States), Community Change, Elementary Grades, *Factual Reading, Grade 5, *History Instruction, Social Studies, *United States History, *Urban Studies

Identifiers—Project Social Studies, University of Minnesota

Sixteen readings, intended for fifth grade students, describe New York City from 1628 through 1845. Arranged chronologically, the readings, many of which are secondary materials, show changes and development within the city from its beginning in 1628 as a farming community called New Amsterdam to its growth as a commercial city by 1845. Topics are related to how many made his living in farming, fruit growing, ranching, business, and labor, and to the changes occurring from growth. A description is given of life itself in the city—streets, hotels, houses, disasters, inventions, travel, sanitary conditions, water supply, commercial activity, and other aspects. (SJM)

ED 061 135 SO 002 744

Research '70.
Toronto Board of Education (Ontario). Research Dept.

Pub Date 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement, Bilingualism, Comparative Analysis, *Educational Research, English (Second Language), Immigrants, *Language Research, Longitudinal Studies, Research Reviews (Publications), Socioeconomic Influences
Identifiers—*Canada, Toronto

Thirteen research reports on a wide variety of issues are annotated in this bibliography that is intended for interested school personnel. Descriptions of studies ranging from the diagnostic value of children's drawings to the effects of bilingualism are brief. Titles reflecting the content of the studies are: The Measurement of Socio-Economic Status: A Technical Note; A Consolidated Report on the "Draw-A-Classroom" Test; An Investigation of the Experimental French Programme at Bedford Park and Allenby Public Schools; Who Leaves and Why; Referrals to Child Adjustment Services: A Longitudinal Study Using Data from the Study of Achievement; School Achievement: A Preliminary Look at the Effects of Home; Early Education—An Appraisal of Research; Language Backgrounds and Achievement in Toronto Schools; Classroom Management: Some Answers from the Behaviorists; Learning English as a Second Language; A Summary of Research Department Studies; Students of Non-Canadian Origin: Age on Arrival, Academic Achievement and Ability; School Achievement as Measured by Teacher Ratings and Standardized Achievement Tests; In-Service Programmes: Changing Teacher Attitudes. Related document is SO 002 745. (Author/SJM)

ED 061 136 SO 002 745

Research: Annotated Bibliography of New Canadian Studies.

Toronto Board of Education (Ontario). Research Dept.

Pub Date 69

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingualism, Comparative Analysis, Cultural Awareness, *Educational Research, Elementary Grades, *English (Second Language), *Ethnic Studies, Immigrants, Research Reviews (Publications), Secondary Grades
Identifiers—*Canada

This annotated bibliography of twenty-one research reports that provide knowledge about various cultures and educational experiences of the major ethnic groups in the Toronto schools is designed to present information for not only special English teachers, but other school personnel as well. The bibliography consists of reports that aim to: 1) describe and compare native Canadian students and immigrants in the Toronto schools; 2) summarize teacher's responses to a questionnaire on suggestions for improving the present system; 3) assess some of the English language skills of a large sampling of students; 4) familiarize teachers with the educational, cultural, historical, and economic backgrounds of Chinese, Italian, and Greek students by describing and listing multi-media packages; 5) provide a "snapshot" of the initial settlement patterns of newcomers to Toronto; 6) determine if immigrant students are less likely to be in a five year academic programme; and, 8) provide data about special English programs for the New Canadian student. Related document is SO 002 744. (Author/SJM)

ED 061 137 SO 002 748
Directory of Universities Offering Graduate Training in Rural Sociology.

Rural Sociological Society, Brookings, S. Dak.

Pub Date 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Directories, Doctoral Programs, Graduate Study, Masters Degrees, *Sociology

This informal, interim directory has been prepared to meet the needs of graduate programs, students, and relevant agencies concerned with training resources and professional employment. It lists college and university departments in the United States and Canada currently known to offer graduate training in rural sociology. Each program is described in terms of courses and degrees offered, staff, special programs or emphases, financial aid available, criteria for admission, and degree requirements. Additional information can be secured from sources cited for specific departments. (Author/JLB)

ED 061 138 SO 002 752

Duke, Richard D. And Others

Gaming-Simulations in the Teaching of Urban Sociology.

Michigan State Univ., East Lansing.

Pub Date 70

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Planning, City Problems, Computer Assisted Instruction, Ecological Factors, Educational Games, *Games, Higher Education, *Human Geography, Simulated Environment, *Simulation, *Sociology, Systems Approach, Teaching Techniques, Urban Environment, Urbanization, *Urban Studies

It is time that sociology made use of the increasingly popular teaching device of linking computer simulation and gaming. It is needed because in teaching courses in urban sociology, human ecology, and urban planning, we have found that: a) most class exercises present the community as a static phenomenon; b) there is no quick and easy way to impress upon students the nature of the limited resources available and the forces competing for them; and, c) even sophisticated and well-educated persons have only a hazy conception of how communities function. What is needed is a tool for getting across some perspective and sophistication for dealing with the basic materials that must precede formal analysis, and gaming-simulations provide this. METROPOLIS and C.L.U.G. have both been developed into packages that can be adopted by any sociology department with computer facilities. C.L.U.G. focuses on the spatial pattern of urban growth and land use. METROPOLIS focuses on the political and long-range planning roles of urban government. M.E.T.R.O. joins the approaches of these two and adds refinements of its own to make a sophisticated instrument. It deals with ideal-types of governments, roles, issues, programs, and budgets. (All three gaming-simulations are described in detail.) (Author/JLB)

ED 061 139 SO 002 753

Morrisett, Irving

The Role of Academicians in the Education of Teachers.

Social Science Education Consortium, Inc., Boulder, Colo.

Pub Date Sep 68

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Education, Educational Sociology, *Inservice Teacher Education, *Preservice Education, Professors, Status, *Teacher Education, *Teacher Education Curriculum, Teacher Educators, *Teacher Improvement, Teachers, Universities
Identifiers—*Academicians

The view that the professional preparation of elementary and secondary teachers is inadequate is widespread and probably justified. Responsibility for this inadequacy rests with many, but we shall focus on the role of academicians. University academicians, though they have kept their educator-colleagues at a disrespectful distance, have allowed educators' students to attend academicians' classes. The result has been that future teachers have shared the mediocre education accorded most undergraduates, and they have had bad examples of teaching set before them. With some exceptions, participation in educational en-

deavors by the universities has been peripheral. We need to drastically alter the relationship between the universities, on the one hand, and teacher education and the schools on the other. The major requirements are: 1) an organization of knowledge that provides insight into discipline relationships; 2) institutional changes that encourage participation by academics in educational efforts; 3) a change in faculty attitudes and interests; and, 4) new concepts, methods and arrangements for teaching subject matter to teachers. (Three innovative plans for educating teachers are described.) (Author/JLB)

ED 061 140 SO 002 757

Marran, James F. Rogan, Donald V.

Synectics: An Explanation of the Process and Some Comments on Its Application in the Secondary School.

Pub Date [66]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Book Reviews, *Creative Thinking, *Critical Thinking, Group Dynamics, *Problem Solving, Secondary Grades, Social Problems, Teaching Techniques, *Thought Processes
Identifiers—*Synectics

Synectics is a method of creative problem solving through the use of metaphor and apparent irrelevancy developed by William J. J. Gordon. The process involves rational knowledge of the problem to be solved, irrational improvisations that lead to fertile associations creating new approaches to the problem, and euphoric state that is essential in the process of creative genius. Applying synectics to social problems leads to model construction but not actual problem solving. Synectics has significant applications on all secondary school grade levels in that it provides a well structured methodology for developing both creative and critical thought processes to students who must operate effectively in a society oriented to problem stating and problem solving. In Gordon's book, *Synectics*, the trend of his illustrations is almost totally industrial-pragmatic. A final chapter however, "Social Applications," suggests non-technological utilization of synectic processes: 1) establishment of a school think group made up of faculty, administration, and custodial staff; and, 2) use of synectic techniques in an experimental senior level course. (Author)

ED 061 141 SO 002 763

Thompson, John M., Ed.

Teachers, History, and NEDA Institutes, 1965: Report of a Survey Team.

American Council of Learned Societies, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 66

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Improvement, Educational Innovation, Higher Education, *History Instruction, Improvement Programs, *Inservice Teacher Education, Program Effectiveness, Program Evaluation, *Summer Institutes, Summer Programs, Teacher Education, Teacher Educators, *Teacher Improvement, *Teacher Programs

Identifiers—Experienced Teacher Fellowship Program, NDEA Institutes

This final report discloses findings of a survey team composed of fifteen historians and social studies specialists on 1965 NDEA institutes in history. An attempt is made to identify the nature of a summer institute and how it differs from regular teacher education. Objectives include answering three questions: 1) What kind of teachers attended summer institutes in 1965, and why? 2) What sort of training are they given, and how relevant is it to their needs? 3) How effective did this experience seem to be in improving both their knowledge of history and their own classroom instruction? Major findings are that participants are above-average, well prepared, able, motivated, and experienced teachers. Most institutes help teachers learn more about history, imparting new interpretations and viewpoints; a small number acquaint them with teaching materials in the field; and only a few introduce teachers to new educational media and teaching strategies and help participants transfer knowledge acquired in the institute to their teaching. An important outcome of institutes is that historians and education specialists

exchanged ideas and views. The team concludes that there is room for variety, flexibility, and experimentation in conducting successful summer institutes. Appendices are included. (Author/SJM)

ED 061 142 SO 002 768
Hanson, Paul S.

Social Studies: Forging a Nation.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—35p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *American History, Colonial History (United States), Conflict, *Conflict Resolution, Constitutional History, Curriculum Guides, Grade 7, Grade 8, Grade 9, History Instruction, Junior High Schools, Resource Guides, *Revolutionary War (United States), Secondary Grades, *Social Studies Units, *United States History

Identifiers—American Studies, Florida, *Quinquennial Program

Forging a Nation, a curriculum guide for teachers of grades 7 through 9 as they plan instructional programs in American Studies, is part of a total effort to revise curriculum to fit the quinquennial administrative organization of schools. Primary emphasis is upon using the topic of the American Revolution as a basis for studying conflict and change. This course of study deals with events, personalities, ideas, and with examination of the differing American and British interpretations of the revolution. Course content includes outlined units on: the American Colonies and Colonial government; French and English rivalry in North America; change in British Colonial policy; reasons for declaring independence; factors which contributed to the winning of the war; and reasons for establishing a new nation. A learning activities section provides a picture of the main idea and specific behavioral objectives for a set of learning activities. A listing of class materials that includes texts, films, filmstrips and games is included. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

ED 061 143 SO 002 770

Kleiman, Marsha

Social Studies: Great Debates in American History.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—26p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, Colonial History (United States), *Conflict Resolution, *Constitutional History, Critical Thinking, Curriculum Guides, *Debate, Grade 10, Grade 11, Grade 12, History Instruction, Resource Guides, Secondary Grades, *Social Studies Units, Teaching Techniques, *United States History

Identifiers—American Studies, Florida, *Quinquennial Program

This elective course in American Studies, one of a series revised to fit the quinquennial organization of schools, is intended for 10th through 12th grade students. The aim of the course is for students to develop their capacity to examine and make judgements about controversial issues of the past and present. Emphasis is on an analysis of selected debates or issues in American history. Personalities of those involved in the controversies are examined. The course content outlines units on debates concerning Independence, between Hamilton and Jefferson, and the Mexican War. After examining selected historical controversies, students research an historical issue of their own choice. A section on objectives and learning activities emphasizes discussion and informal debates. A materials section of the guide lists textual materials, alternate student and class materials, and teacher reference materials. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

ED 061 144 SO 002 771

Ferraro, Patricia And Others

Social Studies: A Nation Divided Against Itself.
Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—44p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, *Civil War (United States), Concept Teaching, Conflict Resolution, Curriculum Guides, Democracy, *History Instruction, *Moral Issues, Northern Attitudes, Political Influences, *Political Issues, Reconstruction Era, Resource Guides, Secondary Education, Social Studies Units, Southern Attitudes, *United States History, War

Identifiers—Florida, *Quinquennial Programs

This curriculum guide, designed for the quinquennial system, is an aide to secondary grade teachers as they plan instructional programs, and takes into account students' needs, available resources, and other factors. Objectives of this course of study are for the student to understand the causes and issues that led to the Civil War, the course and strategies of that war, and the results of the struggle. It is hoped that a conceptual transfer of learning occurs whereby students gain insight into today's issues that divide America and acquire suggestions about their resolution. One main idea is to make students aware that there are ways of resolving social, political, and economic differences within a nation peacefully, but if differences are not settled amicably war sometimes occurs. Included is a list of: review activities, textbooks, paperbacks, pamphlets, supplementary books, film resources, multi-media resources, captioned filmstrips, records and teaching tapes. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

ED 061 145 SO 002 775

Foreman, James M.

Social Studies: World History Through Art and Music.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—39p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Art Appreciation, *Art Education, Art Expression, Behavioral Objectives, Curriculum Guides, *Fine Arts, *Humanities Instruction, Interdisciplinary Approach, Music Appreciation, *Music Education, Resource Guides, Secondary Grades, Social Studies Units, Teaching Techniques, *World History

Identifiers—Art History, Florida, *Quinquennial Programs

This course of study was written as part of a total effort to revise curriculum to fit the quinquennial (five 9-week periods) administrative organization of the Dade County Schools. The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to the described course of study: music and art history. The course is described as one which makes use of audio visual materials in a study of art and music through the ages. It is designed for students interested in the arts but are not necessarily art students. Emphasis is on the ways art and music reflect the society of the artist through his perceptions; students explore attitudes and values of different periods in the western world. The guide is divided into a broad goals section, a content outline, objectives and learning activities, and materials. Some of the goals are the enabling of students to distinguish selected periods of art and to analyze art as an expression of social existence. The eight units, one for each broad goal, are outlined in columns which indicate specific topics, behavioral objectives, learning activities, and references to materials, e.g., texts, films, slides. Recommended materials, supplemental public resources, and alternative student and class materials are listed in a final resource section. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/DJB)

ED 061 146 SO 002 782

Abrams, Grace C. Schmidt, Fran

Social Studies. Language Arts: American Biographies.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—45p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *American Culture, *American Literature, Behavioral Objectives, *Biographies, Grade 7, Grade 8, Grade 9, Ju-

nior High Schools, Language Arts, *Literature Programs, Resource Guides, Secondary Grades, Social Studies Units, Teaching Techniques, *United States History

Identifiers—Florida, *Quinquennial Programs

The elective course of study about the lives of selected Americans who shaped events is intended for grades seven through nine and arranged to fit the quinquennial administrative organization of schools. Aims for students are to: study key individuals in the context of their time to understand how they affect culture and history; identify with interesting Americans who enriched and contributed to American culture; and to recognize that values change with changing conditions and the passing of time. It is hoped that by using biography as a means the student will better understand history. Nine activity units outlined are: the definition and uses of Biography; Americans with Unpopular Causes; Americans who Achieved Success in spite of Prejudice and Discrimination; Social Reformers; Americans Related to Industry and Labor; Creative and Talented Americans; Americans Related to Science, Medicine, and Technology; Americans in Politics and Government; and, Americans Concerned with Cities. A resource materials section lists textual and audio-visual materials, and, supplemental pupil and teacher resources. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

ED 061 147 SO 002 783

Ladwig, Richard McConnell, Spero

Social Studies: Introduction to Psychology.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—28p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, *Behavioral Sciences, Curriculum Guides, *Psychology, Resource Guides, *Science History, Scientific Methodology, Secondary Grades, *Social Studies Units, Teaching Techniques

Identifiers—Florida, *Quinquennial Programs

This course of study was written as a part of a total effort to revise curriculum to fit the quinquennial (5, 9-week periods) administrative organization of Dade County Schools. The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to the described course of study: psychology. The course is described as a survey of Psychology from pre-history to present day, a comparison with other methods of finding reasons for man's behavior, and in examination of the spectrum of psychological methods and fields currently in existence. The guide is divided into a broad goals section, a content outline, objectives and learning activities, and materials. Some of the goals are the ability to differentiate between science and pseudo-science to explain how psychological techniques may be applied to solving problems of every-day life. The four units, one for each broad goal, are outlined in columns which indicate specific topics, behavioral objectives, learning activities, and references to materials. Appended are an outline of contemporary fields of psychology, suggested grading techniques, and recommended and suggested resources. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/DJB)

SP

ED 061 148 SP 005 454

Curriculum Development: Teachers' Groups and Centers. Working Paper No. 10.

Schools Council, London (England).

Pub Date 67

Note—20p.

Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94063. (\$0.40)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Curriculum Research, *Educational Improvement, *Program Evaluation, *Teacher Developed Materials

Identifiers—*United Kingdom

This paper offers suggestions about facilities to support curriculum development, based on the principles that the motive power for such a development should come primarily from local groups of teachers accessible to one another, and that there should be effective and close collaboration between teachers and all those who are able to offer cooperation. The broad aims for research and development are set out, covering an examination of the objectives of teaching, the development and trial of methods and materials, evaluation of the development, and feedback to provide a starting point for further study. Local work by groups of teachers, already initiated or planned for the future, is described. These local centers will draw support from many sources, particularly local education authorities and the universities. Appendixes include a discussion of practical considerations, including meeting places for teachers' groups, staffing, local organization in support of groups or centers, and the financial implications; curriculum development in Wales; and suggested areas of interest in 1967-70. (MBM)

ED 061 149 SP 005 542

Olson, Paul A., Ed. And Others
Education for 1984 and After.

Study Commission on Undergraduate Education and the Education of Teachers.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—238p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Credentials, *Cultural Differences, *Educational Improvement, *Educational Responsibility, *School Community Relationship, *Teacher Education

This book is a study document of the directorate of the Study Commission on Undergraduate Education and the Education of Teachers. This document is a result of a conference of teacher education administrators held in Chicago in July 1971. The document presents informed opinion on a variety of issues relevant to preparing education personnel. Sections of the study deal with a) the assessment of community needs and the role of educational institutions in that community, b) the fulfillment of educational responsibilities by the study committee on a non-compensatory basis, c) the need to develop and respect cultural pluralism, d) the need for further study in the area of credentialing, e) the creation of formats to assure access to the teaching profession regardless of background, differences or culture, f) the definition of a positive process to upgrade teacher standards, and g) development of a management system which will create the opportunity to relate schools of education with schools of arts and science in ways which will not permit a division of responsibility. Several conclusions reached from the discussions were potentially useful. Further study will be made before the formulation of initial recommendations are made. (MJM)

ED 061 150 SP 005 550

Dillner, Martha

Tutoring by Students: Who Benefits?

Florida Educational Research and Development Council, Gainesville.

Pub Date 72

Note—35p.

Available from—J. B. White, Exec. Sec., Florida Educational Research and Development Council, College of Education, Univ. of Florida, Gainesville, Florida 32601 (\$1.00)

Journal Cit—Research Bulletin; v7 n1-2 Spring-Summer 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Age Teaching, Educationally Disadvantaged, *Individual Instruction, *Peer Teaching, *Remedial Instruction, *Tutoring

Historically most tutoring studies have been concerned with the impact on the students being tutored. Recently there has been a tendency to look at the impact on the tutor and even to focus the program on that impact. A few recent studies have been concerned with discovering ways to improve the program itself. It has not been possible to isolate the factors which lead to success for the tutors, and in some cases they seem to have been successful in spite of the conditions in which they worked. The focus of the materials and skills has been on the tutee even when the researcher's major concern was with the tutor,

and the teachers of the tutors adjust their curriculum to support that of the teachers of the tutees, so that the older students can tutor them. These generalizations suggest that classroom teachers can take advantage of the effect of tutoring upon the tutor through the commonalities that exist within the school curriculum and can encourage tutors to acquire new skills. In tutoring the younger students, the tutor is provided with a unique opportunity to transfer such skills from a knowledge level of learning to an application of knowledge through the principle of learning through teaching. By cooperation at the teacher level, both groups would benefit with the tutor gaining more from the experience than he has done in the past. (MBM)

ED 061 151 SP 005 552

Gilbreath, Allie Lou Felton

Off-Campus Laboratory Education.

Pub Date Sep 71

Note—15p.; Paper presented to the 2nd Annual Meeting of the Clemson Reading Conference, Clemson College, South Carolina, Sept. 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Laboratory Training, *Microteaching, *Student Teachers, *Teacher Education, *Teaching Experience

Milligan College instituted an off-campus laboratory program for its student teachers. A team of classroom teachers works with the prospective teachers. At the sophomore level some observation and teaching is done by students who are then evaluated. During the junior level a student is assigned one child to aid in reading abilities for 5 weeks. The senior level is instructed by a team from the education faculty. Topics including educational psychology and philosophy are taught, and during this time a stimulated program is utilized. Situational classroom problems are presented via film, role playing, and reading. A discussion follows as to the methods of handling these cases. Microteaching sessions are also conducted, with the student performance recorded on tapes and replayed as a basis for discussion of the correction of mistakes. Those involved feel that the microteaching has improved and accelerated the involvement of the student teacher with the teaching process. (JLF)

ED 061 152 SP 005 553

Brotman, Marvin A.

Innovations in Teacher Education?

Pub Date 72

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, *Educational Needs, *Teacher Education, *Teacher Education Curriculum, *Teachers Colleges

Program descriptions from 44 training institutions were examined regarding the process they employed in teacher education. Eight questions designed to identify various aspects of the process were applied to the written descriptions. The responses illustrate that: 1) program experiences are developed primarily by examination of the teaching task and other training programs; 2) expectations are conveyed to students through course offerings and through written and informal statements of goals; 3) student information consists primarily of academic ability represented by grades and faculty rating; 4) there is little indication of how student information is used; 5) student evaluation is mainly by observation of outside personnel, grades, and some self-evaluation; 6) criterion measures of effectiveness are the achievement of specific program goals and reports on teacher performance; 7) most programs have limited flexibility; and 8) preservice and in-service programs are usually seen as separate entities, and contacts between teachers are mostly informal and do not affect the nature of the basic program. The author concludes that programs now appear to meet only the needs of teachers to survive in the classroom. For teachers to be innovative and meet the needs of their students, they must participate in programs that are innovative and that meet their needs. (MBM)

ED 061 153 SP 005 555

Educational R and D Programs Conducted by Laboratories and Centers.

National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Report No.—OE-12056

Pub Date Jul 71

Note—27p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. FS5.212: 12056)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, *Educational Development, *Educational Improvement, *Educational Policy, *Educational Research

This booklet details the mission and major programs of each of eight research and development centers, eleven educational laboratories, two educational policy research centers, and two vocational and technical research and development centers, as well as the National Program on Early Childhood Education, the National Center for Higher Education Management Systems, the Educational Research Facilities Program. All of these programs are supported by the National Center for Educational Research and Development of the U.S. Office of Education and make vital contributions to the improvement of the quality of education for all children. (MBM)

ED 061 154 SP 005 556

Mohan, Madan

Peer Tutoring as a Technique for Teaching the Unmotivated.

State Univ. of New York, Fredonia. Teacher Education Research Center.

Pub Date Jan 72

Note—47p.; A Research Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Age Teaching, *Individual Instruction, *Low Motivation, Mathematics Instruction, *Peer Teaching, *Tutoring

This study tested the hypothesis that peer tutoring would have a significant, favorable effect on the school achievement, motivation, attitude, and self-concept of unmotivated children, both tutors and tutees. A pilot study and a main study were undertaken, using experimental and control groups. The experimental groups had an orientation session before the start of the project, and tutors had a training session. The program was carried out for 8 months in the pilot study and 3 months in the main study. Informal evidence clearly indicated that the program was enthusiastically accepted by teachers, parents, and students. Analyzing the data on five dependent variables, it was found that tutors and tutees in the experimental group evidenced significant growth on measures of academic achievement, motivation as assessed by the teachers and the students, and, for the tutors, in attitude toward school. The only objectives which were not met were a favorable change in the self-concept of both tutors and tutees and a positive attitude change in tutees, probably due to the short duration of the project. It is suggested that teachers should be provided with training and support for a change to a self-directed instructional program, and a teacher manual is being developed. The instruments used are included in the document. (MBM)

ED 061 155 SP 005 558

Stancato, Frank A.

The Administration of Teaching Personnel: Implications for a Theory of Role Conflict Resolution.

Pub Date 72

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Conflict Resolution, *Problem Solving, *Role Conflict, *Teacher Role

This paper describes some of the substantive areas of role conflict between administrative and teaching personnel and suggests some strategies designed to resolve these conflicts that are viewed as a necessary and ongoing part of change. The areas of role conflict are identified as: a) the degree of expertise in educating students shown by administrators and teachers, b) the collision between the authority structure of the school and the professional role of the teaching staff, and c) the ambivalence toward the concept of leadership between administrative and teaching personnel. The suggested ways of resolving these conflicts are a) to define the role of the curriculum supervisor as a service function to teachers, b) to utilize the concept of empathy in role taking to help both parties understand as much as possible about the characteristic features of their respective positions, and c) to adopt norm setting conferences to consolidate and unlock emotions. (MBM)

ED 061 156

SP 005 559

Differentiated Staffing.

Central New York Regional Office for Educational Planning, Syracuse.; Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Pub Date 71

Note—627p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Administrator Role, *Differentiated Staffs, Group Dynamics, *Master Teachers, *Paraprofessional School Personnel, Role Conflict, Role Theory, *Staff Role, *Staff Utilization, Teacher Aides, Teacher Role

This is a compilation of articles examining many aspects of differentiated staffing and creating a basic document for all school districts. The articles are grouped into seven sections: 1) "Why Change?"; 2) "A Consideration of Staffing Problems"; 3) "Critics and Crusaders: An Analysis of Differentiated Staffing" (subsections on concept and commentary); 4) "Personnel Considerations" (subsections on the teacher and his staff and the principal's task); 5) "Restructuring the Training Sector and the Certification Problem"; 6) "The Idea in Practice—Two Models" (subsections on the implementation of differentiated staffing, Temple City and Kansas City); 7) "Proposals for Differentiated Staffing." A section on reference materials includes a full report on the Differentiated Staffing Conference held in Geneva, N.Y., February 26-28, 1969; a brief listing of films and video tapes; a definition of terms used in the document; and the reprint of an article, "Differentiated Staffing: The Second Generation by Peter B. Mann." An extensive bibliography is appended. (MJM)

ED 061 157

SP 005 562

An Evaluation of (TIF) Teacher Innovation Funds Awards Program. Parts I and II.

District of Columbia Public Schools, Washington, D.C.

Pub Date Oct 71

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Innovation, *Effective Teaching, *Program Evaluation, *Teacher Developed Materials, *Teacher Participation

This evaluation report is in two main sections, the first dealing with a program in five senior high school areas and involving 96 teachers during 1968-70, the second dealing with a program in one high school and one vocational high school and involving 43 teachers during 1970-71. The programs were established to seek out and fund innovative classroom projects designed by teachers and to demonstrate the school system's faith in the ability and creativity of the individual teacher. All teachers, librarians, counselors, and specialists were eligible to submit proposals, and a committee selected those to be funded. Background information was gathered through interviews, on-site visitations, and seminars using instruments such as a pre-evaluation questionnaire, an evaluation checklist, a post-evaluation questionnaire, and a creativity impact measure. Results indicated a very positive teacher reaction, with many valuable innovative projects. Teachers gained skills in using new techniques, new enriching experiences were provided for the students, learning was improved, attitudes were changed, and improvement was made in oral and written communication. New ideas and techniques were publicized for use by non-involved teachers giving incentives for others to try innovative projects. (MBM)

ED 061 158

SP 005 565

Goldschmid, Barbara. Goldschmid, Marcel L. Modular Instruction in Higher Education: A Review.

McGill Univ., Montreal (Quebec). Center for Learning and Development.

Pub Date Jan 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, *Individualized Instruction, *Learning Activities, *Program Design, *Programmed Instruction

This paper reviews the principles, implementation, management, formats, problems, and research in modular instruction. A module is defined as a self-contained, independent unit of a planned series of learning activities designed to help the student accomplish certain well-defined objectives. The learner is able to proceed at his

own rate, choose his own learning mode, select among a variety of topics, identify his strengths and weaknesses, and recycle if necessary. Ideally modules should include a pretest, objectives, criteria for success, instructional activities, a post-test, and remedial instruction. When designing a module, the following steps are recommended: a) identification of the subject matter to be taught, b) definition of a set of objectives and evaluation items, c) a decision upon the hierarchy of the objectives and sequence of instruction, d) statement of rationale, e) development of a pretest, f) design of units of written instruction and selection of study materials, g) provision of instructional options, h) design of a posttest, and i) arrangement for a resource center. Examples of five actual formats are included; student, instructor, and administrator problems are indicated; and there is a brief review of research, a glossary, and a bibliography. (MBM)

ED 061 159

SP 005 566

Research for Better Teaching in Pennsylvania Schools 1970-1971. Vol. II.

Pennsylvania Association of Teacher Educators.

Pub Date May 71

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Evaluation Methods, *Program Effectiveness, *Student Teaching, *Teacher Education

An introductory article and ten research reports are presented. The introductory article, "A Challenge To Implement Research," by Ben J. Wiens, discusses how the Pennsylvania Association of Teacher Educators (PATE) is working to encourage much-needed research. The studies are 1) "A Descriptive Summary of Elementary Student Teaching Programs in Pennsylvania," by Ronald Lee Baker; 2) "The Influence of the Classroom Verbal Behavior of Cooperating Teachers Upon the Verbal Behavior of Selected Intermediate Grade Student Teachers," by Lester J. Bowers; 3) "Student Teacher Changes in Beliefs and Practices Related to Teaching Elementary School Science," by Robert L. King; 4) "A Determination of the Practicality of Making the Use of an Informal Reading Inventory More Applicable to the Needs of the Classroom Teachers," by Catherine Blynn; 5) "The Development of a Model for a Student Personnel Services Program in a State College," by Philip Leroy Garrett; 6) "Computer-Assisted Self-Instruction of Interaction Analysis," by J. David Feiter; 7) "The Relationship of Counselor and Client Needs to Occupational Outcomes," by Margaret Reed Elio; 8) "Student Teaching Rosters by EDP," by Francis A. Colabrese and Christine J. Kitchen; 9) "The Effects of a Cultural Enrichment Unit on the Achievement and Attitudes of Fourth Grade Pupils," by Alma Hartman Schlenker; and 10) "On Becoming a Teacher," by Lorraine Morgan. (MBM)

ED 061 160

SP 005 567

Foster, Herbert L. And Others

An Analysis of an Outward Bound Experience and Its Relationship to Teacher Education.

State Univ. of New York, Buffalo. Coll. at Buffalo. School of Education.

Pub Date 71

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Experimental Programs, *Inner City, *Interpersonal Relationship, *Program Evaluation, *Teacher Education

Identifiers—*Outward Bound, Thurston Temperament Schedule

This report describes and evaluates a pilot Outward Bound program undertaken by 24 students of the State University of New York at Buffalo as an adjunct to the inner-city teacher preparation program. It was believed that such a program by testing participants to their limits both physically and psychologically would better prepare them to survive stress, control their emotions, and work well with other people. The evaluation of the program was by means of a) a faculty questionnaire with 65 questions prepared by the faculty and completed by the students, b) a student questionnaire with 24 questions prepared by a volunteer group of students and completed by students, and c) the Thurston Temperament Schedule administered to the students as a pretest and post-test. Results from all three instruments are included and show that the program was a beneficial experience in regard to personality charac-

teristics and in the improvement of faculty-student relationships. More teaching of skills and group leadership by program leaders is recommended, together with more emphasis on health and sanitary considerations. The document also includes newspaper reports on the program, students' reactions, and a reading list. (MBM)

ED 061 161

SP 005 572

Thompson, John A. And Others

A Study of Non-Public Schools in Hawaii.

Hawaii Univ., Honolulu. Coll. of Education.

Pub Date 71

Note—168p.; Study prepared for the 1972 Session of the Legislature of the State of Hawaii

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, *Educational Finance, *Evaluation, *Private Schools, *Student Enrollment

Identifiers—*Hawaii

This report was prepared at the request of the Hawaii State legislature to determine the status of a group of non-public schools in relation to academic achievement, per-pupil cost, and student enrollment with a hypothetical calculation of the increased costs to the public sector if all or a selected number of private schools were to close. Recommendations are made concerning alternative financial policies, and there is a survey of the alternatives which other states have employed to assist financially non-public schools and/or the parents of non-public school students. The population for the study included all the non-public schools that enrolled students above the kindergarten level, but excluded trade and technical schools for post secondary students. Participation was voluntary and 56 schools supplied data, representing about 64 percent of the total enrollment of all the non-public schools in Hawaii. Findings show that the value and quality of secular education in non-public schools, judged by student performance on national tests, is positive and significant when scored on the School Achievement Index at the elementary level and positive at the secondary level with respect to grade equivalent scores as compared with public school students. Since the non-public and public schools show the same pattern of achievement, problems, and dilemmas, the educational endeavor of the state should be viewed as unitary rather than binary. (MBM)

ED 061 162

SP 005 573

Syropoulos, Mike

Summary, Conclusions and Recommendations Based on the Evaluation of the Federally Assisted Staff Training (FAST) Project.

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Sep 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Classroom Environment, *Leadership Training, *Summer Institutes, *Teacher Improvement

The primary objective of the Federally Assisted Staff Training (FAST) programs for the 1970-71 academic year was to improve the classroom learning environment in participating Title I schools by expanding the ability of teachers to direct their own improvement by using techniques such as interaction analysis, micro-teaching, and student feedback. Two approaches were used 1) in-service leadership training, with one staff member selected to participate in a 6-week training session which was focused on training school-based in-service leaders; and 2) teacher behavior improvement workshops, where small groups of Title I summer school teachers focused on developing techniques of improving their role in the classroom. In the first approach, 22 people participated and all considered the overall value "good" or "excellent." In the second approach 106 people participated, and 97 percent considered the overall value "good" or "excellent." The evaluation data suggest that the small group workshop approach should be emphasized, time allotments should be reappraised, followup workshops should be provided during the school year, a workshop should be set up to train consultants, summer workshops should be in air-conditioned facilities, the possibility of offering workshops for university credit should be explored, and the teacher behavior improvement workshop should be expanded. (MBM)

ED 061 163 SP 005 582

Saffels, Francis L. Holt, William W.
Summary and Evaluation of EPDA-B2 Project
70.01 at the Tennessee Appalachia Educational
Cooperative July 1, 1970 through August 31,
1971.

Tennessee Appalachia Educational Cooperative,
Oak Ridge.

Pub Date 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Teacher Education,
*Preservice Education, Program Evaluation,
*Teacher Aides, *Teacher Education,
*Workshops

Five teacher and teacher aid training program workshops held during summer and fall 1970, and winter, spring, and summer 1971 are evaluated. The subjects covered in the workshops included simulation, microteaching, role differentiation, classroom control, audiovisual instruction, learning theory, content areas, drugs, individualized instruction, and sociocultural factors and underachievers. Participants were teachers, potential teachers, aides, and in-service directors. An overall evaluation showed that teachers and aides agreed that the session on drugs was the most useful, and that those on microteaching, elementary language arts, communication skills, and sensitivity training were very useful. Teachers reported profiting from sessions on individualized instruction, while aides preferred training with audiovisual equipment and in phonics. Forty-five teachers and prospective teachers earned 414 quarter hours credit, and 38 aides earned 297 quarter hours credit. The document includes a summary of participants' reactions, an example of the interest inventory used to help determine the course of each workshop, examples of evaluation forms used at the end of each workshop, participant information, and data on specific skill improvement and attitude change. (MBM)

ED 061 164 SP 005 589

ABC's: A Handbook for Educational Volunteer Programs.

Office of Education (DHEW), Washington, D.C.
Bureau of Educational Personnel Development.

Pub Date Feb 72

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Manuals, *School Aides, *Student Volunteers, *Volunteers, *Volunteer Training

This handbook provides a basic outline for those establishing a volunteer program. There are ten chapters: 1) "Basic Information on Volunteer Services," defining volunteers, school volunteer programs, tutorial programs, costs, and services performed by volunteers; 2) "Organizing and Developing a Volunteer Program;" 3) "Administration of the Volunteer Program," by the school administration, volunteer coordinator, and teachers; 4) "Recruitment of Volunteers," by personal contacts, mass public recruitment, and delegated recruitment; 5) "Interviewing, Selecting, and Assigning Volunteers;" 6) "Orientation and Training for Volunteers," with sample programs including role playing, video or audio tape vignettes and case materials, buzz groups, workshops, movie forums, panel discussions, and brainstorming; 7) "Orientation and Training for Professional Personnel;" 8) "Using High School Students as Volunteers," with suggestions on special training techniques; 9) "Maintaining Volunteer Morale;" and 10) "Evaluation of Volunteer Programs." Sample recruitment and acknowledgement letters, organizational questionnaires, registration forms, reports, job description forms, and evaluation forms are included. (MBM)

ED 061 165 24 SP 005 597

Fortney, Howard M.

The Implications of the Bureau of Research
Teacher Education Project for Developing In-
stitutions. Phase II. Final Report.

Livingston Univ., Ala.

Spans Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-9-8038

Pub Date Jun 71

Grant—OEG-0-9-118038-4318(010)

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Individualized Programs, *Models,
*Program Development, *Teacher Education,
*Teacher Education Curriculum

This document describes the development of a teacher education program by a relatively small university in southwestern Alabama. Three major areas to be considered in planning the model were faculty development, the process to be followed in planning, and finding the funds for the development of resources. Results obtained from an analysis of the proposed objectives are listed, and the major components of the planned model, details of sample units, and evaluation sheets are included. These components are 1) general education; 2) introduction to education; 3) individually prescribed instructional modules; 4) September experience, which is described in detail; 5) tutorial experience; and 6) laboratory. It is anticipated that all undergraduate students in the College of Education will be proceeding through individualized programs by the fall of 1972, but development of individualized learning modules will continue after that date. Problems encountered included the development of the faculty, grading, quality points, computerization, and morale factors in both faculty and students. Appendixes include the assumptions and rationale behind the program, and the program objectives. (MBM)

ED 061 166 SP 005 609

Orlosky, Donald E. Smith, B. Othanel

A Study of Educational Change.

Pub Date Sep 71

Grant—OEG-0-71-3958

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Change Agents, *Educational Change, *Educational History, Educational Philosophy, *Educational Research, Social Attitudes

This report identifies ideas for educational change, examines the efforts to establish these ideas, and rates the efforts to apply them as successful or unsuccessful and to attribute that success or failure to particular factors. The procedure involved fixing the time period (1895-1970), selecting and describing the changes, selecting the categories, classifying the changes, and discussing the relationship between the changes and associated factors. Each change has a reference to an authoritative source, and an alphabetical glossary of the changes is included as an appendix. The four categories used are a) a successful change that has permeated the system, b) a successful change which is not so widely used, c) a change not accepted but which has affected the system, and d) a change which has not been implemented. Eleven tables give details of these categories. Factors inside and outside the educational system which affect change are identified as educational research, school personnel, recommendations and committees, professional and extra-legal agencies and organizations, the federal government, the courts, and society. About 75 percent of the changes were judged successful. Seventeen conclusions and recommendations are listed as guides for those attempting to promote change. There is a 50-item bibliography and a final section on the induction and management of change. (MBM)

ED 061 167 SP 005 610

The Urban Teacher. A Preliminary Report.

Interstate Project for State Planning and Program Consolidation.

Pub Date 5 May 71

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, *Effective Teaching, *Individual Characteristics, *Teacher Characteristics, *Urban Teaching

Identifiers—ESEA Title V-505

In an attempt to identify the characteristics of the effective urban teacher, 12 teachers each from Connecticut, Delaware, New Jersey, New York, and Pennsylvania were selected to work with a small team of state education agency personnel, to list these teacher characteristics, and to recommend various reforms at all levels of the educational system. The teachers completed an extensive background questionnaire and were also interviewed. The data obtained were used to compile several summary documents including a Delphi survey form. The form was used to determine which of the general recommendations would have the support of most of the participants and which would have the most impact on urban education if implemented. These summaries are included in the document. A second con-

ference was held during which teachers prepared specific recommendations in five critical areas: human relations, in-service, curriculum goals and reforms, evaluation and supervision of teachers and administrators, and preservice education. The resulting specific recommendations, the background information, the teacher profile, and interpretative documents were to be presented to the chief state school officers in May 1971, and each state was also expected to act on other applicable recommendations. (MBM)

ED 061 168 SP 005 611

Sabine, Gordon A.

Teachers Tell It Like It Is, Like It Should Be.

Pub Date 71

Note—144p.

Available from—The American College Testing
Program, P.O. Box 168, Iowa City, Iowa 52240
(\$3.00)

EDRS Price MF-\$0.65 HC Not Available from
EDRS.

Descriptors—*High Schools, *Parent School
Relationship, Questionnaires, *Student Teacher
Relationship, *Teacher Attitudes, *Teacher
Morale

This book summarizes and reports on a questionnaire mailed to high school teachers all over the nation during the spring of 1971. Confidential replies were requested to 58 agree-disagree questions and to four open-end questions such as: 1) what really goes on in high schools today; 2) what teachers privately think of their students; 3) what teachers think of the parents of their students; 4) what teachers think of their principals, superintendents, school board members, and legislators; 5) who most misunderstands teachers, and how; and 6) how the teacher would run the school system if they could be superintendent for a year. Replies were received from 85 large and small high schools in every state of the union and represented 44 percent of the 6,111 teaching faculty of these schools. The major content of the book consist of more than 1,200 selected quotations from the open-end questions, divided into two sections—how it is and how it should be. The third section contains the answers to each questionnaire item, and the fourth chapter offers some interpretations and suggestions for teachers, parents, and school management officials. The participating schools are listed. (MBM)

ED 061 169 SP 005 613

Abelson, Harold H.

Analysis of Itemized Judgments Concerning the
Allocation to Pre-Teaching and In-Teaching
Training of Teaching Competencies, Topics in
Educational Psychology, and Psychoeducational
Proposals.

City Univ. of New York, N.Y. Div. of Teacher
Education.

Pub Date Jan 72

Note—116p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Educa-
tional Needs, *Learning Processes, *Teacher
Education, *Teacher Education Curriculum

This study explored a number of facets of the problem of utilizing the judgment of teachers and other educational professionals in clarifying the training needs of teachers. Using lists of teaching abilities, topics in educational psychology, and statements of psychoeducational proposals regarding elements in the teaching-learning process, ratings were procured from urban, suburban, and rural teachers and from a group of teacher trainers or supervisors and a group of curriculum workers. Mean item values were determined for ratings by the groups according to the mastery or comprehension of the item, its importance or the need to study it, its application in teaching practice, and the extent to which it should be included in preservice and in-service training. The main findings are reported in numerous tables and a list of highlights. The appendixes list both the items and the mean item values derived from various criterion ratings by a number of response groups. A final section in the report analyzes the findings with special reference to their implications both for additionally needed research and for their applications in a practical program of curriculum building in teacher education. (MBM)

ED 061 170 SP 005 614

DeVault, M. Vere, Ed. And Others

Mental Health and Teacher Education: The
Wisconsin Project.

Wisconsin Univ., Madison. School of Education.
Pub Date Sep 67

Note—272p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Classroom Communication, *Elementary Education, *Mental Health, *Student Teachers, *Teacher Behavior, *Teacher Education

The principle objective of this study was the investigation of the impact of teacher behavior on the mental health of elementary school children. Three questions influenced the design of the research: 1) What is the influence of different instructional approaches in a teacher-training program upon the perceptions and verbal communication behavior of student teachers? 2) What kinds of communication behavior did the teacher-subjects reveal at the beginning of the study, and what changes occurred in this behavior during the period of the study? and 3) What perceptions and patterns of teacher communication have a measurable influence upon mental health of pupils in the classroom? The research subjects were 61 teacher education students at junior level, 51 at senior level, and 36 first-year teachers. Conclusions indicated that only modest differences were found in the observed behaviors of teachers consistently exposed to one of three different instructional approaches; subjects gradually asked for less information, gave more information, and decreased their expression of both positive and negative feelings as they developed their teaching skills; and the personal dimension of teachers' communication was the only dimension consistently related to various measures of school adjustment. Appendixes include the instruments used and means and analysis of variance. (MBM)

ED 061 171

SP 005 617

Fuller, M. Rex Miskel, Cecil G.

Sources of Work Attachment Among Public School Teachers.

Pub Date Apr 72

Note—19p.; Presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Incentive Systems, *Motivation, Teacher Morale, *Teacher Motivation

This study tested the efficacy of a recently developed industrial theory of work incentives in educational organizations. The investigation necessitated describing the factors which serve as sources of work attachment for educators and discovering if work factors seem of equal or differing importance to teachers who describe themselves as being satisfied, indifferent, or dissatisfied. A questionnaire composed of 124 work attachment ideas with levels of satisfaction, dissatisfaction, and indifference was responded to by 508 staff members of a school district in Kansas. The realization that the incentive system for teachers supported theories of the incentive system for industrial workers developed by Dubin (1970) resulted in a two-tier incentive system with provisions for each of the satisfaction levels. Minimal incentives for all teachers are found in the lowest tier. The second tier includes features important to all teachers. Satisfied teachers would receive intrinsic incentives, indifferent teachers would receive incentives related to autonomy in work and work conditions, dissatisfied teachers would receive extrinsic work features and interpersonal relations with peers and supervisor. The proposed incentive system is similar to proposed industrial workers incentive system. It can serve as a guide for further research while being of importance to an administrator's decision in distributing incentives to employees. A brief bibliography is included. (MJM)

ED 061 172

SP 005 618

Grubb, Jane

New Student Teaching Program and the Classroom Teacher.

Association of Teacher Educators, St. Louis, Mo. Missouri Unit.

Pub Date Jan 72

Note—16p.; Occasional Paper Number 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Experience, *Internship Programs, *Practicums, *Practicum Supervision, *Teacher Education

This speech describes a clinical experience program designed to a) illustrate and demonstrate principles of practice, b) involve the application and testing of teaching and learning theory, and c) provide opportunities for developing com-

petency in a full range of teaching tasks. Clinical experiences in the school are composed of three phases: associate teaching, intern teaching, and pretenure teaching. Associate teaching is a continuous experience of teaching under close supervision. Intern teaching is the acceptance of full responsibility of a class or classes, again under close school and college supervision. Pretenure teaching employs the students as regular teachers with full salary with supervision available on request. The supervisory positions include the participating, clinical, and consultant teacher. A participating teacher shares his classroom and himself with laboratory students. The clinical teacher supervises students placed with him for associate teaching experience. The consultant teacher supervises two or more pretenure teachers and works in partnership with other members of a supervisory team. This program has the potential to satisfy critics of teacher effectiveness. The program results include earlier exposure to students, more careful screening of teacher candidates, and better integration of clinical experience and theory. (MJM)

ED 061 173

SP 005 619

Sperry, Len T.

Changing Teacher Attitudes Toward Human Relations Problems in Integrated Schools.

Pub Date Apr 72

Note—4p.; Presented at the Annual Meeting of the American Educational Research Association, Chicago, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Cultural Differences, Educational Research, Feedback, *School Integration, *Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior

This paper attempts to aid students in communicating and understanding some of their perceptions on human relations with students and teachers of other races and groups and to help teachers understand and show concern for the human relations needs of the students. The method used was an objective and quantified survey feedback. Data were collected from elementary school students and teachers by taped discussions and rating instruments. Portions of this data were presented to teachers for consideration and discussion. Teachers, with the help of a consultant, analyzed the process of interaction among students and between teacher and student. Student feedback data were collected by audiotaping student-led discussions. The six sessions dealt with issues including prejudice, equality, stereotyping, myths, and the generation gap. Evaluation summaries of the teacher confirmed the statistical analysis that changes in a teacher's perception and attitude toward students had occurred. Further outcomes which could be expected were a) increased liking among the parties who interact, b) increased pressure for clarifying one's position on relevant issues, and c) increased pressure to implement the new planned changes. (MJM)

ED 061 174

SP 005 620

Ferren, Ann S.

Teacher Survival Behaviors Within the School Organization.

Pub Date 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adaptation Level Theory, *Behavior Patterns, *Group Behavior, Secondary School Teachers, *Teacher Behavior, *Teacher Response

This study examines the relationship between organizational demands and secondary school teachers' behavior. Teachers develop various techniques to compensate for the dictates of the organization; survival techniques are ways to tolerate the organization without leaving it. This study was carried out in two New England secondary schools in a community of 13,000. The data used for the project were the attitudes, perceptions, feelings, and behavior of individuals within the organization. Interviews, observations of behavior both within and outside of the classroom, and analysis of this information provided the means to examine group behavior. Four major areas of concern guided the research; they were a) organizational demands on the teacher, b) needs and role expectations of the teacher, c) conflict between member needs and organizational demands, and d) behavior patterns teachers utilize to adapt. At the conclusion of the

study, data clearly indicated that teachers exhibit survival techniques in their daily work habits. The degree of adaptive behavior ranged widely. It is evident that schools must become places of creative contributions rather than places to survive. A 15-item bibliography is included. (MJM)

ED 061 175

SP 005 621

Oswald, Richard Charles Broadbent, Frank W. Conceptual Level As a Determinant of Teacher Behavior and Attitudes in a Non-Structured Type Learning Activity.

Syracuse Univ., N.Y.

Pub Date Apr 72

Note—21p.; Presented at the Annual Meeting of the American Educational Research Association, Chicago, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, Concept Teaching, *Simulation, *Teacher Attitudes, *Teacher Behavior, *Teaching Methods

This study investigates the association between teacher conceptual level and teacher behavior and attitudes in a minimally-structured type learning activity. A sample was selected from a pool of student teachers in the elementary teacher training program at Syracuse University. Each was given a lesson which was an episode from a simulation prepared by a researcher. The teacher selected five students from the class who assumed the role of Town Board and discussed five options for expenditure of money and justified reasons for the chosen option. Upon completion of the taped lesson the teacher completed a questionnaire. Basic data was obtained through analysis of the taped lesson and questionnaire. The study suggests that all teachers are not equally successful in using simulation, and that conceptual level may be an important factor in teacher use in a simulations activity. It seems that minimally structured activities would be more satisfactorily used by high conceptual level teachers than by low conceptual level teachers. There is, however, no guarantee that the teacher will interpret or use the simulation activity for its intended purpose, and low conceptual level teachers may adapt it to suit their normal teaching behavior. (MJM)

ED 061 176

SP 005 622

Woog, Pierre

The Relationship Between Elementary School Teachers' Assignments of Educational Priorities and Their Practice: A Q Study.

Pub Date Apr 72

Note—35p.; Presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972. Unpublished doctoral dissertation, Hofstra University, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, *Educational Philosophy, *Educational Psychology, *Educational Theories, *Teacher Behavior, Teacher Evaluation

This study investigated the relationship of elementary teachers' priorities given to behavioral objectives of instruction and their practice in the classroom. Thirty teachers, representing six school districts, were administered a 100-item structured Q-sort comprised of five theoretical categories: low cognitive, high cognitive, tool-skill, affective-personal, and affective-interactive. Statistical analyses revealed that 26 teachers ranked either the affective or high cognitive categories as most important. When these findings were correlated to classroom practice, no significant correlation was found between those objectives teachers ranked as most important and those they practiced. The study seemed to demonstrate that although teachers did have priorities of instruction, they did not translate these priorities into their classroom practice. A bibliography of 18 items is added. (Author)

ED 061 177

SP 005 623

Short, Byrl G. Szabo, Michael

A Study of Secondary School Teachers' Knowledge of and Attitudes Toward Educational Research.

Pub Date Apr 72

Note—12p.; Presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, Educational Change, *Educational Research, *Teacher Attitudes, *Teacher Education

The specific objectives of this study include a) the differences in knowledge of educational research among secondary school teachers when stratified on selected demographic variables, b) the differences in attitude of educational research among secondary school teachers, and c) the interaction between knowledge of and attitudes toward educational research. To rate the teachers' knowledge of educational research terminology, a 40-item test was devised. A test to assess teachers' attitudes toward educational research was developed for the study. The subjects were 204 secondary school teachers from western New York State who volunteered for the study. Data included a classification of sex; years of teaching experience; grade level; major subject area; and courses taken in research, measurement, or statistics. The results of the study indicate the value of course work in research, measurement, or statistics. It also identifies some variables which appear to be related to public school teachers' knowledge of educational research terminology and further suggests that attitudes may be independent of knowledge components of educational research. The data indicate that course work or participation in research has a significant effect on teachers' knowledge, but that this gain is not evident after 5 years, suggesting that teachers are not using the knowledge acquired. A bibliography of 12 items is included. (MBM)

ED 061 178 SP 005 624

Yuskiewicz, Vincent D. Donaldson, William S.

Job Satisfaction of the Public School Teacher, A Function of Subculture Consensus with Respect to Pupil Control Ideology.

Pub Date Apr 72

Note—46p.; Presented at the Annual Meeting of the American Educational Research Assn., Chicago, Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, *Job Satisfaction, *Personnel Evaluation, *Teacher Administrator Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Influence, Work Attitudes

This empirical study evaluated several factors believed to be related to job satisfaction: teachers' own attitudes toward pupil control, teachers' perceptions of their colleagues and principals' attitudes toward pupil control. Coefficients of correlation, t-tests of selected variables, and multivariate regression techniques were used in testing hypothesized relationships. The data was obtained from 910 teachers: 473 elementary and 437 secondary. Teacher job satisfaction was found to be a function of subculture consensus with respect to pupil control ideology, accentuated in terms of teaching level and experience. Forty percent of the variability of job satisfaction was accounted for by using internal-reward-type independent variables. The study of teacher job satisfaction holds several significant implications for the administrator-teacher-student relationship. Degree of teacher job satisfaction is one determinant of the social climate of the school because productive teaching-learning coexists with congruent administrator-teacher educational philosophy. Identification of those factors which influence teacher job satisfaction is most important to administrative practice, for each factor can be incorporated into the administrative process to guide the selection, management, and evaluation of instructional personnel. A bibliography is included. Appendixes contain multivariate rationale and procedures, and variable definitions. (Author/MJM)

ED 061 179 SP 005 627

Lougheed, Jacqueline I.

Competency-Based Education Development Project. Final Report.

Michigan State Univ., Rochester. Oakland Univ.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-8062

Pub Date Aug 71

Grant—OEG-0-70-4536

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developmental Programs, *Educational Development, *Internship Programs, *Performance Criteria, Performance Specifications, *Teacher Education

This study investigated a competency-based project for instructing teacher corps interns. The

specific goals for the project were to develop and use competency-based instructional materials. The specific objectives were a) to bring about role changes for faculty, b) to change from course structure to instructional modules and varied learning environments, c) to develop a competency-based curriculum with stated objectives and performance criteria, d) to provide for greater interdisciplinary involvement in teacher education programs and, e) to create more effective prototypic evaluation schema. Interns were asked to respond at three times during their training comparing ideal competency-based programs with traditional programs. In each case the ideal competency-based program was rated much higher. Twice the interns were asked to rate the Oakland University Programs and both times they gave high ratings. Staff members in the Oakland University Teacher Corps Project were asked to review the program's ability to achieve the goals of the project. The response was favorable in every situation. The study attests to the value of competency-based instruction. Appendixes include a response form and an observation sheet used during the study. Also provided is a prospectus for a modular program to present literature to children. (MJM)

ED 061 180 SP 005 628

Rittenhouse, Carl

Design of a Survey for Determining Training and Personnel Requirements for Educational Research, Development, Dissemination and Evaluation. Vol. 2, Development Pretest of Questionnaires. Final Report.

Far West Lab. for Educational Research and Development, Berkeley, Calif.; Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jan 72

Grant—OEG-0-71-1194

Note—178p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Data Collection, *Educational Development, *Educational Research, *Manpower Development, *Surveys

This study describes the development and design for pretesting survey instruments required for the development of programs sampling the supply and demand for educational research, development, diffusion, and evaluation personnel. The major areas of concern include: 1) the determination of number, distribution by type, and location of educational R-D-E personnel; 2) training requirements including areas of training, previous experience, and employer-employee training needs; 3) recruiting and selection information; and 4) planning training program content. The survey will be conducted on a national probability sample basis and give a more definitive picture of current trends regarding R-D-E personnel. The estimates can serve as projections for the R-D-E personnel and budget needs. Appendixes include American Education Research Association questionnaire, pretest employer and employee questionnaires, revised employer and employee questionnaires, and finally the cost of preparing and mailing questionnaires for field test. (Related document is SP 005 630, a design for a biennial survey which would provide a nationwide, in-depth sampling of supply and demand for educational research, development, diffusion, and evaluation personnel.) (MJM)

ED 061 181 SP 005 629

Beckman, Linda J.

Teachers' and Observers' Perception of Causality for a Child's Performance.

California Univ., Los Angeles. Neuropsychiatric Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-031

Pub Date Jan 72

Grant—OEG-9-70-0065-0-1-031

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Interpersonal Relationship, *Learning Motivation, Performance Criteria, *Performance Factors, *Role Perception, Student Motivation, *Student Teacher Relationship

This study investigated how a child's level and pattern of performance affected teachers' perception of the cause of the child's performance and

teacher's evaluation of the child and his characteristics. Pairs of either teachers, student teachers, or education students participated in the study, accepting the role of participant or observer. The participants taught a fifth grade student a mathematics lesson for three 5-minute trials, while the observer watched the participant during her task. Data from 108 subjects were subjected to analysis of variance. The results provided some support for the presence of ego-relevant attributional biases in teachers. In some instances participants appeared to show ego-defensive biases, while in other cases, participant responses were identical to those of observers. Participants sometimes appeared to be trying hard to be non-biased and to avoid ego-protecting or enhancing attributions. This study observes the interaction of the participant and observer, to find who influences whom. Further research is needed to assess the influence of other persons upon teachers. Included in this study is a ten-item bibliography and appendixes with testing instructions, post-experimental and post-trial questionnaires, and lessons. (MJM)

ED 061 182 SP 005 630

Hood, Paul D. Chorness, Maury

Design of A Survey for Determining Training and Personnel Requirements for Educational Research, Development, Dissemination and Evaluation. Vol. 1, Main Report. Final Report.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jan 72

Grant—OEG-0-71-1194

Note—214p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Data Collection, *Educational Development, *Educational Research, *Manpower Development, *Surveys

This study presents a design for a biennial survey which would provide a nation-wide, in-depth sampling of supply and demand for educational research, development, diffusion, and evaluation personnel. An extensive preliminary study and analysis led to recommendations for a more modest initial survey focusing on the demand for three priority populations: a) the core of federally funded RDD&E performers, b) the RDD&E activities in local education agencies, and c) federal monitors and other federal professionals and paraprofessionals engaged in educational RDD&E. The survey is designed to generate projections on the basis of program funding information and will use a mail survey augmented by interviews. The questions included in the draft questionnaire and the recommended analysis are fully detailed. Discussion of sample selection, instrumentation and the creation and use of an educational RDD&E data bank are included. Appendixes provide a literature survey, background information on manpower resources and requirements, the capabilities of existing data processing systems, and survey cost support information. (Related document is SP 005 628.) (MBM)

ED 061 183 SP 005 633

McClure, M. L. And Others

A New Program for the Preparation of Junior College Faculty.

Northeastern State Coll., Tahlequah, Okla.

Pub Date [70]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, College Teachers, *Higher Education, *Junior Colleges, *Teacher Education, *Teacher Education Curriculum, Teacher Educators

This document reports the development of a program for the preparation of junior college faculty. A survey of 34 college administrators conducted in the fall of 1970 verified the need for special programs dealing with unique philosophies and problems of a junior college. Junior college administrators from Kansas, Arkansas, Texas, Missouri, and Oklahoma were invited to a conference held at Northeastern. Other purposes of the conference were a) to determine the needs of junior colleges in employing additional faculty, b) to determine the academic and professional experiences junior college administrators were seeking in prospective faculty, c) to orient the faculty at Northeastern to the role and philosophy of the junior college, d) to meet the need for educational planning in Oklahoma, and

e) to determine the role of Northeastern in meeting the needs of the junior colleges. On the basis of recommendations made during the conference, a proposed junior college teaching program was presented to the Board of Regents of Oklahoma. It was approved and expanded enabling Northeastern to offer a master of education degree in junior college teaching. A 11-team bibliography is included. Appendixes present a survey of junior college administrators, junior college conference participants, and the current status of the program. (MJM)

ED 061 184 SP 005 640

Rookey, T. Jerome Reardon, Francis J.
Improvement of Pupil Creativity Via Teacher Training: Summary Report.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Research.
Pub Date Jan 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creative Teaching, *Creativity, *Creativity Research, *Inservice Teacher Education, Teacher Education

This summary is a condensation of a 119-page major research study. The project studied the effects of an experimental teacher training program designed to help teachers nurture creativity in their pupils during the initial year of a city school desegregation plan. A pretest-posttest control group design was employed. One-half of the teachers participated in an experimental in-service program throughout the school year while one-half did not. The sample group was composed of all fifth and sixth grade students and their teachers in the Harrisburg School District. The fifth grade contained 39 teachers and 945 pupils and the sixth grade contained 39 teachers and 887 pupils. The Pennsylvania Department of Education designed the nine 90-minute workshop programs into three parts: a) an introduction to psychosocial issues involved in pupil creativity, b) a review of the factors of pupil creativity which are under the teachers' control, and c) the presentation of practical alternatives which are available to teachers. Teachers and pupils were tested in the fall of 1970 and again in the spring of 1971. The in-service program was well received by the teachers. All but one teacher involved in the program experimented with the ideas and materials presented. (Related Document is SP 005 641.) (MJM)

ED 061 185 SP 005 649

Salary Survey.

Philadelphia Suburban School Study Council, Pa.

Pub Date Dec 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, *Personnel Policy, *Salary Differentials, *Teacher Salaries, *Teacher Welfare
This survey provides current data for school directors and administrators to examine the policies of compensation for professional personnel in the suburban Philadelphia area. The report contains three sections: a) salaries of teachers, b) salaries of instructional specialists, and c) salaries of administrative and supervisory personnel. Mean salaries of classroom teachers in the reporting districts of the Philadelphia area range from \$10,750 to \$8,575 depending on the district and the qualifications of the teacher. Approximately 25 percent of all teachers hold advanced degrees, and the median salary of all teachers in the sample is \$9,710. Salaries of administrators and directors range from \$9,928 to \$35,000 depending on the position. The problems and confusions of the wage-price freeze have created tensions between school districts and their employees. Further study of the situation will hopefully lead to a sound compensation program that will effectively attract and maintain an adequate and qualified staff of competent personnel. (Related document SP 005 648 is a salary study by the Philadelphia Suburban School Study Council of seven districts in the Philadelphia area.) (MJM)

ED 061 186 SP 007 370

Snyder, Virginia And Others
The Classroom Music Program.
Bloomington Public Schools, Minn.
Pub Date 69
Note—501p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Curriculum Guides, *Grade 4, *Grade 5, *Grade 6, Musical Instruments, Music Appreciation, *Music Education, Vocal Music

GRADES OR AGES: Grades 4, 5, and 6. SUBJECT MATTER: Music. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory section contains material on the purpose, general objectives, and organization of the program; recommendations for the classroom vocal program, the classroom instrumental program, the classroom music listening program, and the non-classroom music program; and a scope and sequence chart. Each grade level has sections on 1) materials, equipment and supplies; 2) classroom vocal program; 3) classroom instrumental program; and 4) classroom listening program, with appendixes on vocal, instrumental, and listening resources. There is also a glossary of common terms and symbols, and an 11-item bibliography. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are listed in the introductory material. Behavioral objectives are listed at the beginning of each section of the three grades. Activities are listed in detail for each grade in the vocal, instrumental, and listening sections. INSTRUCTIONAL MATERIALS: Texts, records, and other materials are listed at the beginning of each grade and are also referred to in relation to the activities. The appendixes for each grade include additional instructional material. STUDENT ASSESSMENT: There is a pre-test for each grade. (MBM)

ED 061 187 SP 007 371

Alexander, Bill And Others
English Language Arts Curriculum Guide. Late Childhood Elementary.

Pasco County Schools, Dade City, Fla.

Pub Date Aug 70

Note—253p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Guides, *Elementary School Curriculum, *Language Arts, Listening, Reading, Speech Curriculum, Writing

GRADES OR AGES: 7-11. SUBJECT MATTER: Language Arts. ORGANIZATION AND PHYSICAL APPEARANCE: There are 12 sections: 1) introduction, including background material, key concepts, and overall objectives; 2) detailed program objectives; 3) speech; 4) listening; 5) writing; 6) reading; 7) viewing; 8) language; 9) sample units; 10) organizational patterns; 11) materials; and 12) bibliography. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The sections on speech, listening, writing, reading, viewing, and language each contain sample performance objectives with learning activities for each. INSTRUCTIONAL MATERIALS: Audiovisual aids and books are listed separately for speech, listening, writing, reading, viewing, and language. Addresses of publishers are also given, together with some general titles and material on testing. STUDENT ASSESSMENT: Evaluation suggestions are included for each of the instructional objectives. (MBM)

ED 061 188 SP 007 374

Hansen, David M. And Others
Language Arts. A Teacher's Guide, Elementary.
Buffalo Public Schools, N.Y.

Pub Date 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Elementary School Curriculum, *Language Arts, Listening, Reading, Speaking, Writing

GRADES OR AGES: Elementary. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: There are three main sections: 1) listening and speaking; 2) written language, with subsections on composition, handwriting, and spelling; and 3) reading, with a subsection on literature. There is also a brief glossary and a list of phonetic aids for the teacher. The guide is printed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Each section or subsection lists general objectives, followed by a section on skills which gives more detailed objectives. Suggested activities are provided in each section or subsection, and the teacher is expected to adapt and expand from these. INSTRUCTIONAL MATERIALS: A brief list of children's books is included. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

ED 061 189

SP 007 375

Earth Science, Grade 7.
Buffalo Public Schools, N.Y.

Pub Date 70

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Astronomy, *Curriculum Guides, *Earth Science, Geology, *Grade 7, Meteorology, *Physical Sciences

GRADES OR AGES: Grade 7. SUBJECT MATTER: Earth science. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material suggests a time schedule for the major units and gives details of the reference materials referred to in the text. The main text is presented in four columns: topical outline, basic understandings, suggested activities and procedures, and references and supplementary information. The sections are introduction to science, astronomy, geology, and meteorology. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives for each section are listed under basic understandings. Activities are suggested but are not given in any detail. INSTRUCTIONAL MATERIALS: Films, filmstrips, and books are listed under suggested activities and procedures. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

TE

ED 061 190

TE 002 767

Story of a School: A Headmaster's Experiences with Children Aged Seven to Eleven.
Ministry of Education, London (England).

Pub Date 49

Note—38p.; Education Pamphlet No. 14

Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94063 (\$0.50)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Arithmetic, *Art Education, Attitudes, Change Agents, Child Development, Childhood Needs, *Composition (Literary), Concept Formation, Course Content, Creative Expression, Curriculum Design, *Dramatics, *Early Childhood Education, Educational Objectives, Environmental Influences, Imagination, *Motion, Motivation Techniques, Primary Grades, Youth

The experiences of a headmaster of a primary junior school situated in the older part of a large city are described. The point is made that the children in this school, with but little conscious awareness of what was beautiful, had within them an ability to create true beauty within all the media of the arts. This booklet is divided into eight sections. Section I is the Introduction. Section II, Movement, discusses the teaching of movement to these children. Section III, Drama, covers costumes, speech, and other aspects of teaching the theater arts to children. Chapter IV, Art, discusses the teaching of pictorial art to children, mainly through the use of motivation techniques. Section V, Art and Composition, shows how to teach composition through the use of art. Section VI, Music and Arithmetic, discusses the approaches used in teaching both subjects. Section VII, The Arts and the Growing Child, puts forth certain theories about a child's creative activities. Section VIII, Teaching, makes the basic point that teachers in general should allow their teaching to be based on the immediate requirements of the class and not on a superimposed plan. (CK)

ED 061 191

TE 002 768

The Examining of English Language: Eighth Report of the Secondary School Examinations Council.

Department of Education and Science, London (England).

Pub Date 64

Note—76p.

Available from—Her Majesty's Stationery Office, York House, Kingsway, London W.C.2, England (25 pence net)

Document Not Available from EDRS.

Descriptors—*Committees, Educational Change, *English Education, Language Research, *Language Usage, Linguistics, Literature, Measurement Instruments, Objectives, *Secondary School Students, Self Expression, Social Change, *Student Evaluation, Student Teacher

Relationship, Teacher Qualifications, Teaching, Test Construction, Tests, Universities
Identifiers—*Great Britain, Sixth Form

A committee was formed in Great Britain to consider proposals made for examining sixth form pupils in the use of the English language for purposes of university matriculation and to consider what changes may be desirable in the examination of English at ordinary level. Conclusions and recommendations resulting from the formation of this committee include: (1) Many of the present difficulties in English expression reflect wider changes which are taking place; (2) They will not be remedied until sufficient teachers are available fully equipped to help pupils to develop their powers of expression in modern English; (3) Any examination papers that encourage stereotyping in sixth form English teaching cannot fail to be harmful; (4) The English language examination at ordinary level should test fairly such recommended forms of the living language as can reasonably be expected of 16-year-old pupils; (5) The ordinary level examination should set tasks which engage the interests of the candidates and require such command of language as might naturally result from wide reading of good writing; (6) English examinations at advanced level should have a linguistic section introduced into the existing literature examinations; (7) Consideration should be given to the introduction of a new paper devoted to language studies as an optional alternative to one of the existing papers in the advanced level English examinations. (Author/CK)

ED 061 192 TE 002 783

A Resource Bulletin for Teachers of English: Grade Eight.

Baltimore County Public Schools, Towson, Md.

Pub Date 71

Note—404p.

Available from—Baltimore County Board of Education, Towson, Maryland 21204 (\$8.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Academic Achievement, Attitudes, Bulletins, Communication Skills, *Course Content, Cultural Enrichment, *Educational Objectives, Educational Programs, *English Curriculum, Environmental Influences, Evaluation, *Grade 8, Junior High Schools, Motivation Techniques, Reading Skills, *Resource Materials, Second Language Learning, Standards, Student Ability, Task Performance, Teachers, Teaching Guides

This document is a guide for the junior high school and is aimed at the average and above-average student in the regular English program. Objectives of the English program, among others, are: (1) to help pupils appreciate that language is the basis of all culture, (2) to provide opportunities in a natural setting for the practice of communication skills which will promote desirable human relationships and effective group participation, (3) to train in those language competencies which promote success in school, (4) to develop pupil motivation for greater proficiency in the use of language, (5) to teach pupils to listen attentively and analytically and to evaluate what they hear, (6) to give pupils a sense of security in the use of their native tongue, (7) to develop competence in those reading skills and appreciations necessary for the performance of school tasks, (8) to help pupils develop critical attitudes and standards in evaluating and choosing among books and periodicals, (9) to provide pupils with opportunities for creative expression on the level of their capacities and interests, and (10) to promote awareness and use of the cultural facilities in the metropolitan community. The present program presents major units for each grade, 7-9. (CK)

ED 061 193 TE 002 809

Vogel, Nancy Sue

Robert Frost: Teacher "Earner, Learner, Yearner."

Pub Date 71

Note—309p.; Ph.D. Dissertation, University of Kansas

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-27,212: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Attitudes, *Bibliographies, College Faculty, Educational Research, *English Instruction, Evaluation, Individual Charac-

teristics, Objectives, *Poetry, *Poets, Professional Occupations, Surveys, *Teaching, Values
Identifiers—*Frost (Robert)

An account of Robert Frost's teaching, along with an assessment of it, are presented. Material consulted includes Frost's published letters, prose, and poetry; Lawrance Thompson's authorized biography; Lesley Frost's "New Hampshire's Child: The Derry Journals of Lesley Frost;" and additional sources such as films and periodicals, particularly collegiate newspapers and alumni publications of schools where he taught and spoke. Chapter I discusses the aim, limitations, and the value of the study. Chapter II, a survey of the literature, presents brief annotations of the most significant sources in the bibliography. The next four chapters form the heart of the study. Chapter III shows how Robert and Elinor Frost conducted school for their four youngsters on their farm near Derry, New Hampshire. Chapter IV covers the years during which Frost taught at Pinkerton Academy in Derry and at New Hampshire State Normal School in Plymouth. Chapter V surveys Frost's teaching on the college and university level. Chapter VI presents Frost's opinions and criticisms of education. The conclusion, Chapter VII, summarizes Frost's contributions to education. This study aims to lead the reader to an awareness of Frost's extensive teaching career and, perhaps in the process, to an amazement that the farmer-teacher-poet could teach as much as he did and still write poetry. (Author/CK)

ED 061 194 TE 002 832

Hopkins, Fred Wright, Jr.

An Experimental Study of the Effects of Repetitive Compressed Speech on Listening Comprehension.

Pub Date 69

Note—74p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-11,624: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Evaluation, Experimental Groups, High School Students, *Hypothesis Testing, Learning Activities, *Listening Comprehension, *Listening Skills, Oral Communication, *Research, Research Methodology, *Speech, Tape Recordings, Tests, Time Factors (Learning)
Identifiers—Brown Carlsen Listening Comprehension Test

The purpose of this study was to determine whether more or less comprehension occurred on the part of the human receiver when information was transmitted in a verbalized, compressed, repetitive manner through the auditory channel in the same unit of time necessary for one "normal" transmission. A research hypothesis was developed which stated that increasingly higher rates of compressed speech have differential effects on listening comprehension when the unit of time spent on learning is held constant. Three null hypotheses were then formulated to test the research hypothesis: (1) Comprehension does not change when the rate of words per minute increases; (2) Comprehension does not change when learning time is held constant; and (3) Comprehension does not change when both learning time and listening ability are held constant. The experimental subjects were 150 sophomore English students. A 639 word passage was taped initially at a "normal" rate of 152 wpm. This tape was then compressed to rates of 304 and 456 wpm through a Modified Tempo-Regulator. The Brown-Carlsen Listening Comprehension Test was administered to all experimental subjects to determine their individual degree of listening ability. All three null hypotheses were rejected. It was concluded that listening comprehension decreases as the rate of words per minute increases. (Author/CK)

ED 061 195 TE 002 837

More Unfinished Stories for Use in the Classroom:

Volume II.

Pub Date 71

Note—38p.; Unfinished Stories from Today's Education: NEA Journal

Available from—National Education Association, Publications-Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 381-11976: single copies, \$1.00; 2-9 copies, 10% discount; 10 or more, 20% discount)

Document Not Available from EDRS.

Descriptors—Attitudes, *Children, Classification, *Composition (Literary), Creative Writing, Elementary School Students, *Fiction, Group Discussion, Instructional Materials, Objectives, *Role Playing, *Story Reading

This collection of stories features unfinished stories that appeared in "Today's Education: NEA Journal." The stories are divided into three categories: (1) Responsibility for, and Commitment to, Others, (2) Personal Shortcomings, and (3) Shortcomings of Others. The stories are considered ideal for classroom use as a basis for group discussion, role playing, and creative writing. The boys and girls in the stories are typical elementary schoolchildren, and their dilemmas are ones with which youngsters can identify. (Author/CK)

ED 061 196 TE 002 838

Hough, George A., III

Structures of Modification in Contemporary American English.

Pub Date 71

Note—126p.

Available from—Humanities Press, Inc., 303 Park Avenue South, New York, New York, 10010 (\$6.00)

Document Not Available from EDRS.

Descriptors—Change Agents, Classification, Comparative Analysis, *English, Language Typology, *Language Usage, Linguistics, *Mass Media, *Newspapers, Nominals, Research, Research Needs, *Sentence Structure, Statistical Data, Urban Areas, Verbs

An attempt to shed some light on one type of linguistic structure, that structure which is sometimes called a structure of modification, is presented. The study is based on a fairly limited, but statistically ample corpus of 1,200 sentences taken from four metropolitan daily newspapers for the two years 1894 and 1964. From various sources a catalog of the various forms that modification may take was compiled and the sentences in the corpus were examined to see whether these structures did occur, in what ways, and how frequently. The book is divided into basically seven sections: Nature and Scope of the Study, Noun-Headed Structures of Modification: Pre-Nominal Modifiers, Noun-Headed Structures of Modification: Noun Markers, Noun-Headed Structures of Modification: Post-Nominal Modifiers, Verb-Headed Structures of Modification, Other Structures of Modification, and Conclusions: The Systems of Modification. It is concluded that the system of modification in present-day American English is a formal and intricate system; it is a highly predictable system, and in practice, a simple system. This study should have some practical use in applied linguistics. Further study along these lines is suggested. (CK)

ED 061 197 TE 002 839

Foley, Lawrence Mason

A Phonological and Lexical Study of the Speech of Tuscaloosa County, Alabama.

Pub Date 69

Note—149p.; Ph.D. Dissertation, University of Alabama

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-9346: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Dialect Studies, *Dictionaries, Geographic Concepts, Language Usage, Linguistic Patterns, *Phonology, Questionnaires, *Regional Dialects, Research Methodology, *Social Influences, Southern States, *Speech, Vocabulary

Identifiers—Alabama, *Tuscaloosa County

This study examines the lexical and phonological features in the speech of 27 native informants of Tuscaloosa County, Alabama which show distinctive regional or social distribution. The questionnaire used in the study is based on the short work sheets of the Linguistic Atlas of the United States and Canada, and the methodology is similar to that of other Linguistic Atlas studies. The investigation of the lexicon shows that it is composed primarily of Midland and Southern terms. General Midland features are found at all social levels, but distinctive South Midland terms are largely restricted to White usage, the Negro informants showing a preference for competing Southern terms. The distinctive Southern features are usually those characteristic of the South as a whole or of the Inland South; Coastal Southern

features are rare. Finally, Northern terms occur primarily in educated usage and are apparently the result of literary or commercial influence. Therefore, it is concluded that the vocabulary of the county characterizes it as a part of the Southern and South Midland transition area. The conclusion based on the phonological data are general in accord with those for the lexical evidence. Northern, North Midland, and Coastal Southern features are rare, although Coastal Southern features show a slight increase among the Negro informants. The predominant influence is clearly from the Inland South and the South Midland, but it is difficult to assess their contributions separately. (Author/CK)

ED 061 198 TE 002 840

Lichtman, Marilyn Vickman

Intelligence, Creativity, and Language: An Examination of the Interrelationships of Three Variables among Preschool, Disadvantaged Negro Children.

Pub Date 69

Note—301p.; Ed.D. Dissertation, George Washington University. ("Thinking Creatively With Pictures, Booklet A", page 202, not microfilmed at request of author. Available for consultation at George Washington Univ. Library)

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-13,956; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, Caucasians, Comparative Analysis, *Creative Expression, Data Analysis, Disadvantaged Groups, Evaluation, Factor Analysis, Hypothesis Testing, *Intelligence Level, Kindergarten Children, Measurement Instruments, Middle Class, *Negro Youth, Objectives, *Preschool Children, Research Needs, Statistical Data

Identifiers—Items of Space and Location, Language Facility Test, Mother Goose Test, Torrance Test of Creative Thinking Figural Form

The interrelationships among the three variables of intelligence, creativity, and language in a preschool, disadvantaged Negro sample were investigated. The two main hypotheses tested were: (1) The interrelationships among the three variables are lower than the interrelationships within each variable; and (2) A factor analysis indicates a factor structure suggesting that the variables measured different aspects of human behavior. A random sample of 104 four-year-old Negro children was selected from prekindergarten classes located in Washington, D. C., and situated in Title I areas or serviced by Title I funds. Each child was administered six measurement instruments individually in two sessions by a trained examiner. Data were tabulated and analyzed employing a number of statistical procedures. Results confirmed both major hypotheses regarding the relationship of the variables and the character of the factor structure. Implications for further study were the following: (1) additional research replicating the study with other groups, especially disadvantaged whites and middle class Negroes, (2) additional research involving the nature and measurement of creativity among a disadvantaged preschool group, (3) additional research related to the type of format of a particular instrument in the measurement of behavior among disadvantaged children, (4) additional research related to the interactions of age and sex on selected variables, and (5) continuous evaluations and revisions of aims and goals of Head Start and similar programs. (Author/CK)

ED 061 199 TE 002 841

Wolfman, Walter Andrew

Linguistic Correlates of Social Stratification in the Speech of Detroit Negroes.

Pub Date 69

Note—324p.; Ph.D. Dissertation, Hartford Seminary Foundation

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-7915; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Caucasians, *Correlation, Language Usage, *Linguistics, Middle Class, Negro Culture, *Negroes, *Nonstandard Dialects, Phonology, Sex Differences, *Social Class, Sociolinguistics, Speech, Speech Evaluation, Standard Spoken Usage

Identifiers—*Detroit, Michigan

The sociolinguistic variation of speech among Detroit Negroes is described. The analysis is based on the speech of 48 Negro informants, evenly distributed in four social classes. In addition, 12 upper-middle class whites are included. The social variables investigated in relation to speech differences are class, style, sex, age, and racial isolation. The relevant social and historical context of the Detroit Negro is described as a basis for understanding linguistic diversity. The linguistic context is set for investigating speech variation. The linguistic variable, an abstraction which is realized in speech by linguistic variants, serves as a basis for correlating social factors with linguistic variation. Four phonological variables are analyzed, including word-final consonant clusters, morpheme-medial and final "O," syllable final "d," and postvocalic "r." The grammatical variables, suffixal "-Z," multiple negation, copula absence, and invariant "be" are discussed. The relative influence of each of the social variables is summarized in the conclusion. Social class is the single most important factor accounting for speech differences. A pattern of sex differentiation is also noted in which females approximate the standard English norm more closely than males. It is concluded that an adequate understanding of sociolinguistic variation must include a description of the effects of independent linguistic constraints on variability. (Author/CK)

ED 061 200 TE 002 842

Hayes, Marie Therese

An Investigation of the Impact of Reading on Attitudes of Racial Prejudice.

Pub Date 69

Note—161p.; Ed.D. Dissertation, Boston University School of Education. Pages 144-146, "Otis Quick-Scoring Mental Ability Tests" and "Cooperative English Tests" not microfilmed at request of Boston University School of Education

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-12,175; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Bibliotherapy, Caucasians, *Changing Attitudes, Correlation, Essays, Females, Fiction, High School Students, *Intelligence Quotient, Literary Genres, *Literature, Males, Negroes, *Racial Discrimination, Rating Scales, Reading, Research, Statistical Analysis, Tests, Urban Schools

Identifiers—Bogardus Social Distance Scale, English Cooperative Test, Hinkley Scale of Attitudes, Otis Quick Scoring Mental Ability Test, Thurstone Scale of Attitude, Triandis Behavioral Differential

The effect of reading works of a literary nature on the modification of certain attitudes toward Negroes of a selected white urban high school population was investigated. Nine books were selected as prescribed reading; the books were of mixed genre: six fiction, two non-fiction, and one photographic essay. Attitude scales administered to the subjects consisted of the Bogardus Social Distance Scale, the Hinkley Scale of Attitudes toward the Negro, the Thurstone Scale of Attitude toward Negroes, and the Triandis Behavioral Differential. Standardized tests administered were the English Cooperative Test: Reading Comprehension, and the Otis Quick-Scoring Mental Ability Test: New Edition, Gamma Test. Results indicate: (1) The reading of selected works of a literary nature about the Negro changed the subjects' attitude in a direction favorable to the Negro; (2) The boys seemed to have experienced greater improvement than the girls; (3) The girls showed some gain; however, the change was not statistically significant; (4) There was a significant positive correlation at the .01 level for the boys between IQ and attitude toward the Negro; (5) There was no significant relationship between IQ and attitudes of the girls or of the group; and (6) There was a significant positive relationship at the .01 level for the boys between reading comprehension and attitude toward the Negro found in the correlation of reading comprehension with the pre-test. (Author/CK)

ED 061 201

Schwartz, Sheila

Science-Fiction as Humanistic Study.

Pub Date 71

Note—7p.

Journal Cit—English Record; v22 n2 p49-55 Winter 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Planning, *Humanities, Interdisciplinary Approach, *Literary Genres, *Literature, Novels, *Science Fiction

The future curricula of the humanities are discussed in relation to the inclusion of science-fiction as an appropriate subject. It is believed that the curricula of the future will have the following characteristics in common: (1) Although curricula will give due recognition to the contributions of the past, it will begin in the present and will focus on the present and future world. Emphasis on understanding the present will be essential for survival; (2) It will be interdisciplinary and will cut across or eliminate the narrow subject matter compartments into which education is now arbitrarily divided. Three science fiction books that embody these criteria are discussed. (DB)

ED 061 202

Sherwin, J. Stephen

Certification and the English Specialist.

Pub Date 71

Note—7p.

Journal Cit—English Record; v22 n2 p42-48 Winter 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Degree Requirements, Educational Change, *English Instruction, Graduate Study, *Performance Factors, *Teacher Certification, *Teacher Education, *Teacher Education Curriculum

Identifiers—*New York State

The 1968 teacher certification regulations of New York State are discussed from the standpoint of changes in requirements for teacher certification. These regulations base certification upon performance. The question of who shall have the authority to certify teachers is discussed. For the English teacher, the 1968 regulations allow permanent certification by taking 30 graduate hours distributed in an unspecified way within the areas of liberal arts, social and behavioral sciences, and professional education. No graduate study in the area of teaching responsibility is specifically required. (DB)

ED 061 203

Shapiro, Phyllis P. Shapiro, Bernard J.

Poetry Instruction: Its Effect on Attitudes Toward Literature and the Ability to Write Prose.

Pub Date Apr 72

Note—2p.; A Summary of a Paper Presented at the Annual Meeting of the American Educational Research Association (Chicago, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, *English Instruction, *Language Arts, *Literature Appreciation, Middle Class, *Poetry, Student Attitudes, Teaching Techniques, *Writing Skills

The effect of teaching poetry writing on (1) attitudes toward literature, and (2) the ability to write prose was studied in four fourth-grade classes of a metropolitan elementary school (42 boys and 40 girls) from working-class backgrounds. The children were randomly assigned, two to the experimental and two to the control group. A program for teaching poetry writing was used in the experimental group, 15 half-hour lessons being given over the six-week treatment period. The control group continued with the standard fourth-grade language arts program, changed only to prove them with the same number of writing opportunities. Analysis of the data suggests that the introduction of instruction in poetry into the curriculum has beneficial side effects in terms of the subjects' ability to write prose and their more positive attitude to literature in general. Important factors contributing to these results are seen to be: (1) the inherent qualities of poetry in terms of the unconventional freedom and scope it provides for linguistic expression, and (2) the general provision for the young school child of an alternative mode for self-expression through language. (Author/DB)

ED 061 204

Caffyn, Lois

From the State Specialist's Desk.

Pub Date Dec 71

Note—6p.

Journal Cit—Bulletin of the Kansas Association of Teachers of English; v57 n1 p22-27 December 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, *Behavioral Objectives, Cognitive Objectives, *Educational Objectives, Expository Writing, *Language Arts, *Learning Characteristics, Psychomotor Objectives, *Teacher Responsibility

Advantages and disadvantages to writing behavioral objectives, especially for teachers of language arts, are discussed. The three commonly accepted domains of learnings—cognitive, affective, and psychomotor—are presented in relation to verbs used to indicate learning in those domains. Steps in identifying evidences of learning are: (1) State briefly a broad goal within the given subject field to be achieved by the end of the school experience; (2) Write below it at least two statements of student behaviors that would be evidences that the student has achieved the goal; (3) Check to be sure that all types of learnings appropriate to the stated goal are included in the objectives; and (4) Repeat the process for each broad goal. (DB)

ED 061 205 TE 002 847
Davis, Lawrence M.

A Study of Appalachian Speech in a Northern Urban Setting. Final Report.

Illinois Inst. of Tech., Chicago. Center for American English.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-O-E-142

Pub Date 30 Jun 71

Grant—OEG-5-70-0046(509)

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Diachronic Linguistics, *Dialect Studies, Generative Grammar, Language Research, Language Usage, *Linguistics, *Nonstandard Dialects, *Phonology, *Speech Habits

Identifiers—*Appalachia, Chicago, Kentucky, West Virginia

This study presents an analysis of the speech of twenty-five informants, who were born in eastern Kentucky or southern West Virginia. Six of them were interviewed in Kentucky, where they still live; the others now live in Chicago, in an area known as Uptown. The phonological data is described in terms similar to the Chomsky-Halle feature analysis of English, but not strictly so. The rules describing dialectal variation—diafeature rules—are of a different character from those proposed by most generative linguists but the rules do involve feature specifications and underlying forms, rather than a strictly phonemic approach. The major conclusions are three in number: (1) There were no significant linguistic differences between informants still living in Kentucky, those who have lived all their lives in Uptown, and those who have moved to Uptown fairly recently. This conclusion must be regarded as tentative, however. (2) The diafeature approach to structural dialectology is practicable. (3) There are few grammatical features which are at all nonstandard in the informants' speech, and all these features occur with an average frequency of thirty percent. (Author)

ED 061 206 TE 002 848

Redd, Virginia P.

Innovations in English Education: Variations on What Theme?

Pub Date 72

Note—16p.; Address delivered at KCTE Fall Meeting, Lexington, November 1971

Journal Cit—Kentucky English Bulletin; v21 n2 p6-21 Winter 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, *Educational Objectives, English Curriculum, *English Education, *Reading Instruction, Self Actualization, *Teacher Education, Teacher Role

The basic themes that polarize English educators today are discussed, and the province of the English teacher and the English curriculum is defined. The three basic themes that have polarized authorities are in English education much the same as in all other areas. Is the purpose of teaching English (1) to impart useful skills, (2) to encourage intellectual pursuits, or (3) to guide the individual toward self-discovery and self-realization? Five essentials for preparing English teachers are proposed: (1) A realistic balance of courses in literature, language, and in speech and writing; (2) At least one course in the history and development of language; (3) A

minimum of two courses in the structure of English, exploring and comparing the various grammars of English; (4) Not less than two courses in the teaching of reading, including diagnostic and remedial techniques as well as approaches to developmental reading; and (5) A more realistic program for professional preparation in which the emphasis would be on field work where theory and practice are combined. The province of the English teacher and the English curriculum is defined as: (1) to provide through literature enlightening experiences; (2) to approach the teaching of language with the surety that diversity is the rule in language usage; (3) to help the student perceive speaking and writing as conversation with an audience; and (4) to view the teacher's role as enabling the student to develop his own generalizations and values. (DB)

ED 061 207 TE 002 849
Douglas, Wallace And Others

The English Program, K-12: The Tree and Its Roots.

Connecticut Council of Teachers of English; National Council of Teachers of English, Champaign, Ill.

Spons Agency—Connecticut Council of Teachers of English; Connecticut State Dept. of Education, Hartford; Trinity Coll., Hartford, Conn.

Pub Date 67

Note—64p.; Papers Prepared for an All-State Study Session on K-12 Programs: English and Reading in Connecticut

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 02151: \$1.00)

Document Not Available from EDRS.

Descriptors—Composition (Literary), *Curriculum Development, *English Curriculum, *English Programs, Guides, *Language Arts, *Reading Programs, Skill Development, Workshops

Identifiers—*Connecticut

Papers delivered at a four-day study session on the English Language Arts Curriculum, K-12, in Connecticut schools are presented in this bulletin. The focus of the study was: (1) the current status of English and reading programs and recommendations for their improvement, and (2) suggestions for the improvement of a preliminary draft of a new state publication that contained suggested guidelines for the development of K-12 English language arts curricula. The papers discuss five aspects of the curriculum: the total program, language study, skills development, written composition, and literature. (DB)

ED 061 208 TE 002 850

Alison, James N.

The Quest for Priorities.

Pub Date Oct 71

Note—4p.

Journal Cit—CITE Newsletter; v5 n1 p6-9 October 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Administration, *Communication Skills, *Composition (Literary), Course Content, Cultural Enrichment, Decision Making, *Educational Objectives, Emotional Development, *English Curriculum, Language Development, Organization, Problem Solving, Student Evaluation, Teacher Influence, *Teacher Role, Writing Skills

Identifiers—*Great Britain

The main problem of the English teacher is discussed. This is stated to be administrative, i.e., he has to make a decision to determine how to organize all that he wishes to teach within the limitations imposed upon him by unavoidable circumstances. General aims regarded as appropriate for academic courses for British pupils in third, fourth, fifth and six years are presented. These include the development of communication skills and the enrichment of intellectual and emotional life through varied and pleasurable language activities. The point is made that the teacher of English has a responsibility to guide his students toward salutary reading experiences. With respect to composition, three points are made: (1) Teachers should spend less time testing and more time teaching; (2) Composition work should be done regularly in the classroom; and (3) Practice and assessment should be frequent and systematic. (CK)

ED 061 209 TE 002 851

Luria, A. R. Yudovich, F. Ia.

Speech and the Development of Mental Processes in the Child.

Pub Date 71

Note—112p.

Available from—Penguin Books Inc., 7110 Ambassador Road, Baltimore, Maryland 21207 (\$1.45)

Document Not Available from EDRS.

Descriptors—Change Agents, *Children, Cognitive Development, Concept Formation, Early Childhood, Hypothesis Testing, Infants, *Language Development, Motor Development, Perceptual Development, Preschool Children, *Speech, Speech Handicapped, *Thought Processes, Twins, Written Language

Identifiers—Bruner, Piaget (Jean)

The hypothesis, that the importance of language to mankind lies not so much in the fact that it is the means by which we cooperate and communicate with each other as in the fact that it enables each of us, as individuals and in cooperation, to represent the world to ourselves as we encounter it, is presented. In infancy, the representation is made in talk. The point is made that as we grow older we continue to talk as a means of representing the world; we also write and think. Piaget and Bruner have shown that children represent the world to themselves first in terms of perception-cum-movement. At about two years of age, the linguistic mode comes into operation. This document is concerned both with what the use of language may import into a situation and the way it does so. It is divided into eight chapters. Chapter 1 discusses the role played by speech in the formation of the child's mental processes; in Chapter 2, the methods of studying this role are examined. Chapters 3 through 7 discuss the case of speech-retarded twins. Chapter 8 concludes that with the creation of an objective necessity for speech communication, the children (i.e., the twins) were satisfactorily prepared for the acquisition of a language system; not only did they develop new forms of communication with the aid of developing verbal speech, but also there were called forth significant changes in the structure of their conscious activity. (CK)

ED 061 210 TE 002 852
Beisecker, Thomas D., Ed. Parson, Donn W., Ed.

The Process of Social Influence: Readings in Persuasion.

Pub Date 72

Note—499p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$10.95 clothbound, \$6.50 paperbound)

Document Not Available from EDRS.

Descriptors—Audiences, Beliefs, Change Agents, *Changing Attitudes, Communication (Thought Transfer), *Essays, Individual Characteristics, Intelligence Level, Interaction Process Analysis, Interpersonal Relationship, Organization, *Persuasive Discourse, Psychology, Research, *Social Influences, Surveys, *Verbal Communication

An attempt to synthesize primarily experimental studies of the process of social influence is presented. The point is made that each of us is involved in the process of social influence, both because we often attempt to influence someone else, and because we are constantly targets for attempts at social influence. This book is divided into four sections, each containing several essays. Section I, The Psychological Context, discusses how this context is crucial to the process of persuasion, since any persuasive effect is inevitably linked to the psychological make-up of the receiver. Section II, The Source: Properties of Speaker Credibility, lists the three factors contributing to the amount of credibility of a speaker: the intelligence of the speaker, his character, and his good will toward the audience. Section III: Characteristics of the Message, surveys materials related to two major dimensions of message variation. The first dimension involves variations in message content characteristics. The second dimension concerns variations in the organization of the single message and the sequence effects produced by two or more messages. Section IV, The Effects of Persuasion, describes the process of attitude change. (CK)

ED 061 211

TE 002 853

Maynard, Richard A.

The Celluloid Curriculum: How to Use Movies in the Classroom.

Pub Date 71

Note—276p.

Available from—Hayden Book Company, Inc., 116 W. 14 Street, New York, New York 10011 (\$7.95)

Document Not Available from EDRS.

Descriptors—Activism, Audiovisual Aids, Comparative Analysis, Cultural Enrichment, Curriculum Design, *English Curriculum, *Experimental Programs, *Film Study, Guides, History, *Instructional Materials, Literature, Marriage, Mythology, Negroes, Objectives, Resource Guides, *Secondary Education, Sex Education, Social Influences, Social Studies, Symbolism, Values, Western Civilization

Identifiers—McCarthyism

The value of motion pictures as a significant, vital, cultural force in our society is presented. This document is divided into four parts, which contain altogether 17 chapters. Chapter 1 presents a discussion of an experimental course of study for high school senior social studies using films to introduce or supplement the basic required material. Chapter 2 covers student activism. In Chapter 3, black film-making is presented. Chapter 4 presents a comparative analysis of various films. In Chapter 5, marriage as an institution and the place of sex in marriage is shown on film. Chapter 6 discusses Alain Resnais' "Night and Fog." Chapter 7 presents a cinematic study of ethical problems. Chapter 8 surveys instructional materials for film teaching; in Chapter 9, the value of films as literature is discussed. Chapter 10 dissects the Western from the point of view of its relationship to our era. In Chapter 11, the American cinematic interpretations of war are presented. Chapter 12 discusses the myths about tropical Africa created by motion pictures. Chapter 13 depicts the current portrayal of the black man in the movies. Chapter 14 is a classroom unit using movies as historical sources. Chapter 15 covers the theme of McCarthyism. In Chapter 16, further suggestions to teachers of the film art are presented. Finally, Chapter 17 discusses the theme of the motion picture as a reflection of a national tendency. (CK)

ED 061 212

TE 002 854

MacPhee, Angus

Children's Writing.

Pub Date Oct 71

Note—13p.

Journal Cit—CITE Newsletter; v5 n1 p14-26 October 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Appreciation, *Children, *Composition (Literary), *Creative Expression, Educational Change, *Instructional Materials, Poetry, Self Concept, Standards, Teacher Influence, *Teaching Techniques

The proper approach to children's writing from an educational point of view is discussed. The point is made that there is something fundamentally wrong with the current approach in children's writing. Current books on children's writing deal only with children's writing. It is recommended that any program which aims to be efficient in the teaching of children's writing should incorporate and exercise as part of its methodology those modes of writing which are appropriate to life outside the school. The kinds of change recommended for children's writing education are those which would instill in a child: (1) a deeper awareness and understanding of himself, (2) a wider and deeper sympathetic understanding of others, (3) a fuller understanding of his own position in time and space, (4) a fuller awareness and understanding of the living (non-human) world, (5) a more highly developed and refined aesthetic awareness, and (6) the ability to express these appropriately. Illustrations of writing which portray some of these qualities are given. Different types of writing are also discussed. These include personal, impersonal, and imaginative. (CK)

ED 061 213

TE 002 855

Kaupp, Louis McCormick, Ken

Our Experience with Behavioral Objectives.

Pub Date Dec 71

Note—4p.

Journal Cit—Bulletin of the Kansas Association

of Teachers of English; v57 n1 p32-35

December 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, *Behavioral Objectives, *Educational Programs, *English Instruction, *Independent Study, Innovation, Learning Experience, Projects, Task Performance, Teacher Influence

Two new programs, which represented first attempts to use behavioral objectives, are presented. These were independent study and an elective course for non-college bound high school seniors. Students taking independent study were asked to write behavioral objectives outlining the intended direction of their projects. Because students were not indoctrinated adequately, they wrote inane objectives. In the other experiment, teachers wrote the objectives for the various projects. Then the non-college seniors selected the projects they wished to and/or needed to work on. It was found that the stereotyped underachiever performed well with precise direction while his capable counterpart floundered with his freedom. It is recommended that to initiate independent study, the students select from a teacher-prepared list of objectives or that the teachers prepare a unit about writing behavioral objectives. (CK)

ED 061 214

TE 002 856

Morris, Clyde And Others

Communication and Conflict Resolution (A Working Paper).

Michigan State Univ., East Lansing. Dept. of Communication.

Pub Date May 69

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Annotated Bibliographies, *Behavioral Science Research, *Communication (Thought Transfer), *Conflict Resolution, *Oral Communication

A set of abstracts in the working stage is presented. A total of 46 is included. The basic focus of this collection is on ways to communicate as an alternative to destructive behavior. (CK)

ED 061 215

TE 002 858

Feld, Merle And Others

ERIC Documents on the Teaching of English, Volume Six: January - June 1971.

National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *English (Second Language), *English Curriculum, *English Education, *English Instruction

The sixth volume of a compilation of all documents relating to English teaching which have been processed into the ERIC system is presented. This volume brings the index through June 1971. (CK)

ED 061 216

TE 002 859

Clements, Simon, Ed. Griffiths, Peter, Ed.

Language Across the Curriculum.

Pub Date 71

Note—120p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 22415, \$2.25)

Journal Cit—English in Education; v5 n2 p1-120 Summer 1971

Document Not Available from EDRS.

Descriptors—*Attitudes, Bibliographies, *Conferences, *Curriculum, *English Education, *Language Arts, Language Usage

The discussions at a conference on language in the curriculum are presented. The document is divided into five sections: (1) The Conference in Action, (2) Activities in Language, (3) Neglected Viewpoints, (4) Language Study in English Lessons, and (5) Users of Language. A bibliography for language across the curriculum is included. (CK)

ED 061 217

TE 002 860

Morlan, Don B.

Pre-Student Teaching Experiences for Speech Communication Education Majors.

Pub Date Dec 71

Note—6p.; Paper presented at the Annual Meeting of the Speech Communication Association (57th, San Francisco, December 27-30, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cocurricular Activities, College Faculty, *Communication (Thought Transfer), Course Content, Educational Programs, *Higher Education, High Schools, Laboratory Techniques, Oral Communication, Self Evaluation, *Speech Education, Student Participation, Student Teachers, *Teacher Education, Teaching Methods, Universities, *Workshops

This paper deals with two laboratory experiences for speech education majors. Areas treated include rationale and full descriptions of the programs, self-imposed evaluation, and suggestions for expansion of the program. The university speech methods course has endeavored to meet the challenges provided by the secondary school classroom in speech communication. In October 1970, a workshop was held on the campus of a university in which students then enrolled in the speech education methods course performed as instructors. The workshop differs from the traditional forms in several respects. No effort was made to attract schools with existing programs in speech and schools with very limited programs were solicited. No effort was made for the workshop format to coincide with any state-wide extra-curricular speech events. Basic principles of four areas of speech communication were covered: public speaking, theatre, oral interpretation, and debate. Each area was supervised by a faculty member; however, much of the teaching and debate was conducted by students from the speech education course. During the Fall quarter, 1970, speech education students at Eastern Illinois University began a speech activity program with students in the university laboratory school in grades 7, 8 and 9. Lab school students participated in oral interpretation, broadcasting, theater, and other speech events during the year. Student-teacher ratio was 1:1. Speech education majors received ample exposure to working with students individually on performance oriented activities. (Author/CK)

ED 061 218

TE 002 861

Allred, Ruel A.

Application of Spelling Research.

Pub Date Jun 66

Note—29p.

Journal Cit—Curriculum Bulletin; v22 n268 p1-26 June 1966

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Children, Educational Change, Educational Needs, *Elementary School Students, Individualized Instruction, *Language Research, Learning Experience, Organization, *Research Needs, *Spelling, Teaching Techniques, Tests, Word Lists

Research findings on the subject of spelling have been compiled in this paper to assist individuals attempting to improve their effectiveness in the classroom. Investigations in spelling instruction have shown wide differences among students in all classes. These differences point to needs for classroom organization and instruction methods that will permit teachers to meet individual needs within their classrooms. Two major responsibilities of teachers of spelling are, first, wise choice of words to be taught, and second, application of effective teaching methods as they teach the selected words. Selection of words should be based on child and adult usage.

These words have been largely determined by a series of well-conducted studies. Research in methodology has produced information that should be used by teachers as they organize for and decide on methods of instruction. The findings tend to support the following conclusions: (1) Children learn to spell many words in an incidental way as they study other subjects; (2) The column, or list, approach is more efficient than is the context approach; (3) Study steps have been determined which are helpful to children when they learn to spell a word; (4) The test-study-test approach is superior to the study-test approach from the middle of the third grade on; and (5) Children benefit from learning only a few spelling rules. Continued attention is recommended in the areas of spelling reform, application of past research and proven study steps and individualized instruction. (Author/CK)

ED 061 219

TE 002 862

Carlsen, G. Robert

Books and the Teen-age Reader: A Guide for Teachers, Librarians and Parents. Revised and Updated.

Pub Date 71

Note—248p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 42108: paperback, members \$0.85, nonmembers \$0.95); Harper & Row, Publishers, 49 E. 33 St., New York, New York 10016 (\$6.95, hardbound)

Document Not Available from EDRS.

Descriptors—Adolescents, Adults, American Literature, Biographies, Books, Classical Literature, English Literature, Essays, Individual Development, *Literature Appreciation, Novels, Poetry, Psychological Needs, Reading, Reading Development, Reading Improvement, *Reading Interests, *Reading Materials, Social Change, Social Influences, *Teenagers, Twentieth Century Literature

The current changing preferences of teenagers, changes which result from social forces, are presented. An attempt is also made to orient adults to a better understanding of the concerns of young people. The point is made that these concerns can, with skillful guidance, lead the young to a lifetime habit of reading and finding out for themselves and helping to shape society instead of just "letting it happen" to them. This book is divided into 15 chapters. In Chapter 1, The Reading Experience, reading is described as being almost synonymous with civilization. Chapter 2, The Teen-ager and World, lists six areas in which reading can help guide youth toward suitable goals. Chapter 3, The Stages of Reading Development, lists early, middle, and late adolescence as these stages. In Chapter 4, Subliterature, three types are listed: comic books, juvenile books, and adult romance and literature. Chapter 5, The Adolescent Novel, describes this type of book as the best type for weaning the teen-ager away from subliterature. In Chapter 6, The Popular Adult Book, the point is made that this book is accepted by teen-agers when they become bored with what is obviously stereotyped reading. The remaining nine chapters are entitled The Shocker, Significant Modern Literature, The Place of the Classics, Poetry, Biography—The Bridge Between Fact and Fiction, Nonfiction: Something for Everyone, Reading for the College Bound, The Ethnic Experience in Literature, and A Guide to Reference Books. (See ED 023 675 for 1967 edition.) (CK)

ED 061 220

TE 002 863

Fadley, Ron

Speech Teacher Education: A Realistic Look at Speech Education Graduates and Their High School Programs.

Pub Date Dec 71

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Association (57th, San Francisco, December 27-30, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Democratic Values, Educational Change, Educational Programs, Interpersonal Competence, *Oral Communication, *Perceptual Development, Relevance (Education), Research, Secondary School Students, *Speech Instruction, Student Teacher Relationship, Teacher Attitudes, *Teacher Education, Teacher Role, Teaching Techniques

The thesis of this paper is that teacher education is not adequate in terms of producing well rounded and dedicated speech teacher educators who can develop and maintain meaningful secondary speech programs. These programs are often not relevant to the needs of many students. The point is made that educators often transmit to students values which are often those of a dying culture; one of the more important shortcomings is that some unrealistic speech programs do not prepare the students for democracy. It is stated that teachers often support student repression or remain tacitly in agreement, and fail to promote freedom of speech on controversial subjects because of fear of the school administration. It is proposed that speech teacher educators teach the theory and knowledge concerning intra-interpersonal communication as part of the education of future secondary speech teachers. This emphasis on interpersonal communication should be aimed at the future speech teacher's perception of what a teacher is. His ability not only to understand the theory of interpersonal communication but to practice it should be developed. (Author/CK)

ED 061 221

TE 002 864

Shearer, Ned A., Ed.

Bibliographic Annual in Speech Communication, 1970. Volume 1.

Pub Date 70

Note—349p.; An Annual Volume Devoted to Maintaining a Record of Graduate Work in Speech Communication, Providing Abstracts of Doctoral Dissertations, and Making Available Specialized Bibliographies

Available from—Speech Communication Association, Stadler Hilton Hotel, New York, New York 10001 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Abstracts, *Annotated Bibliographies, Annual Reports, *Doctoral Theses, *Graduate Study, *Oral Communication, *Speech

This volume, a publication of the Speech Communication Association, is divided into six principal sections: (1) Doctoral Dissertations in Speech Communication: Work in Progress, (2) Abstracts of Doctoral Dissertations in the Field of Speech Communication, 1969, (3) Graduate Theses and Dissertation Titles: An Index of Graduate Research in Speech Communication, 1969, (4) A Bibliography of American Eloquence, (5) A Selective Bibliography of the Sermons of Fenelon, and (6) A Bibliography of Rhetoric and Public Address for the Year 1969. The purpose of this annual publication is to maintain a record of graduate work in speech communication. (CK)

ED 061 222

TE 002 865

Criteria for Teaching Materials in Reading and Literature.

National Council of Teachers of English, Urbana, Ill.

Pub Date 26 Nov 70

Note—4p.

Available from—National Council of Teachers of English, Attn: Task Force on Racism and Bias in the Teaching of English, 1111 Kenyon Road, Urbana, Illinois 61801 (up to 25 copies, free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Anthologies, Attitudes, Educational Change, *English Instruction, *Instructional Materials, Language Arts, Learning Experience, Literary Criticism, *Literature, *Minority Groups, Negroes, Racial Discrimination, Reading, Spanish Speaking, *Standards, Student Needs

A statement officially adopted by the Board of Directors of the National Council of Teachers of English (NCTE) is presented. The position is taken that the amount and effects of racism and bias in English and Language Arts educational materials cannot be ignored. Specifically, educational materials now suffer from the following crucial deficiencies: (1) inadequate representation of literary works by members of non-white minorities in general anthologies, (2) representation of minority groups which is demeaning, insensitive, or unflattering to the culture, (3) inclusion of only popular and proven works by a limited number of "acceptable" writers, (4) biased commentaries which gloss over or flatly ignore the oppression suffered by non-white minority persons, and (5) other commentaries in anthologies which depict inaccurately the influence of non-white minority persons on literary, cultural, and historical developments in America. It is recommended that: (1) Literature anthologies commit themselves to fair and balanced inclusion of the work of non-white minority group members; (2) Illustrations and photographs present as accurate and balanced a picture of non-white minorities and their environments as is possible in the total context of the educational materials; (3) Dialect be appropriate to the setting and characters; and (4) Literary criticism draw as heavily as possible from the critical writers of non-white minorities. (CK)

ED 061 223

TE 002 866

Sprague, Jo

Evaluation: Problems in Evaluating Speech Communication Performance.

Pub Date Dec 71

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (57th, San Francisco, December 27-30, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Course Objectives, Educational Accountability, *Evaluation Techniques, Feedback, Grades (Scholastic), Individualized Instruction, *Oral Communication, Performance Contracts, *Problem Solving, Relevance (Education), *Speech Instruction, Standards, *Student Evaluation, Student Needs, Task Performance, Teaching Techniques

A distinction among evaluation, measurement and reports of terminal behavior is presented. For the purposes of evaluation, any response to a speech performance provides useful feedback to the communicator. In addition to the teacher's evaluation of the performance against "established standards", it is argued that a teacher's subjective responses should be combined with more extensive use of peer evaluation and self evaluation. All of these forms of feedback provide subjective but relevant sources of information about the communicative act. None of these should have any bearing on the teacher's accountability to the educational system or the student's course grades. With respect to measurement, the point is made that even if a valid and reliable measurement of speech performances were possible, it would be undesirable in terms of other course objectives ascribed to by most teachers. While refinement of measurement techniques should be continued for the improvement of written examinations and speech contests, the only measurement of classroom performances should be explicit and objective. For purposes of behavioral outcomes, accountability for instruction may be established by a description of the processes a student goes through, and course grades may be determined by reporting the student's investment in the course in terms of the performances for which he receives credit. Performance contracting, process-concept grids, and other techniques are suggested as means for minimizing measurement and maximizing useful evaluation teacher accountability. (Author/CK)

ED 061 224

TE 002 867

Ahrens, Nyla Herber

Censorship and the Teacher of English: A Questionnaire Survey of a Selected Sample of Secondary School Teachers of English.

Pub Date 65

Note—146p.; unpublished Ed.D. Dissertation, Teachers College, Columbia University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Censorship, *Communication (Thought Transfer), Course Content, Curriculum Design, *English Instruction, *Instructional Materials, Literature, Objectives, Parents, Public Schools, *Questionnaires, *Secondary School Teachers, Surveys, Task Performance, Teacher Attitudes, Teacher Characteristics, Textbooks, Values

A study designed to provide a systematic description of the incidence of censorship and the censorship incidents reported by a selected group of teachers during a specified time period is presented. Objectives are: (1) to provide some measure of the frequency of censorship incidents experienced by a sample population of teachers of English, and (2) to describe the incidents. Censorship is defined as the withholding of a communication from one person to another. This study focuses on that form of censorship which proscribes or restricts the use of specific books in the public secondary school English curriculum. The censorship pressures to be described are those put upon the teacher of English as he considers, recommends, selects, or uses works of literature and other pertinent books in his professional capacity. Conclusions include: (1) English teachers who were the object of censorship pressures were objects because they were doing a good job of teaching English; (2) Those teachers who reported censorship experience often were ones who used practices which supposedly help to prevent censorship attempts; (3) In half of the instances reported, the would-be censors were parents; and (4) The major burden of defense against censorship must be carried by the teacher. (CK)

ED 061 225

TE 002 868

Hopper, Robert

Functional Aspects of Speech Development.

Pub Date Dec 71

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (57th, San Francisco, December 27-30, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Children, *Communication (Thought Transfer), Environmental Influences, *Group Dynamics, Interaction, *Language Development, Learning Experience, *Oral Communication, *Speech Instruction, Teaching Techniques

The dynamics of speech communication are discussed. The point is made that a growing child

learns what aspects of communication situations make demands upon what can be said. There are at least five aspects of situations to which he must pay particular attention in order to learn these things. These are (1) the people present on the scene, (2) what has been said before, (3) the topic of conversation, (4) the task which is being accomplished, and (5) the physical time-place dimensions in which interaction occurs. Recommendations for helping children to learn these dynamics include: (1) Start simple and move later to complex ideas; (2) Make classroom atmosphere spontaneous; (3) Give the children an opportunity to manipulate situations and see the results of the manipulation; and (4) Have each classroom contain a heterogeneous mix of students. (CK)

ED 061 226 TE 002 869

Planck, Carolyn Roberts

A Survey of Speech Education in United States Two-Year Colleges.

Pub Date Dec 71

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Association (57th, San Francisco, December 27-30, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, Data Analysis, Degrees (Titles), Educational Research, English, Geographic Location, Graduate Study, Junior Colleges, Private Schools, Public Schools, *Questionnaires, School Size, *Speech Education, Standards, *Surveys, *Teacher Qualifications

Identifiers—AAJC, *American Association of Junior Colleges

The status of speech education in all United States two-year colleges is discussed. Both public and private schools are examined. Two separate studies were conducted, each utilizing the same procedure. The specific aspects with which the research was concerned were: (1) availability of speech courses, (2) departmentalization of speech courses, (3) specific speech courses available, and (4) instructional speech staff. A questionnaire was mailed to each of the two-year colleges registered with the American Association of Junior Colleges. The data were analyzed in terms of three major variables: (1) the geographical area in which the school was located, (2) the public or private nature of the school, and (3) the size of the school. Results include: (1) Some speech course(s) is offered in 93% of the responding schools; (2) Twenty-seven per cent of the schools offering speech courses require a course for all students; (3) Speech courses are offered under the auspices of the English Department in 35% of the responding schools; (4) Sixty-eight per cent of the teachers teaching speech courses hold advanced degrees in some phase of that field; and (5) The remaining 32% hold a graduate degree in another discipline or have no advanced degree at all. (CK)

ED 061 227 TE 002 870

Weingarten, Samuel Kroeger, Frederick

Committee on English in the Two-Year College: Questionnaire for English Department Chairmen in the Two-Year College [and] Questionnaire for Teachers of English in the Two-Year College.

Pub Date [63]

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, College Faculty, Conferences, Data Collection, Educational Research, *English Curriculum, *English Instruction, *English Programs, Improvement Programs, *Junior Colleges, Objectives, Periodicals, Problem Solving, *Questionnaires, Teacher Attitudes

A questionnaire designed to obtain information about English in the two-year college is presented. Specific objectives include: (1) to identify and study the unique problems of the two-year college and the ways in which the National Council of Teachers of English (NCTE) and the Conference on College Composition and Communication (CCCC) may assist teachers with these problems, (2) to prepare articles, bibliographies, and reports dealing with the teaching of junior college English for publication in "College English" and "CCC Journal", and (3) to make recommendations to the executive committees of NCTE and CCCC concerning action which might be taken by both organizations to improve the teaching of English in the two-year college. In ad-

dition to the questionnaire addressed to the English Department Chairman, a questionnaire for staff members is included. (For related document, see ED 013 604.) (CK)

ED 061 228 TE 499 769

Clark, Gilbert A.

An Investigation of Children's Abilities to Form and Generalize Visual Concepts from Visually Complex Art Reproductions. Final Report.

Ohio State Univ., Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-O-1-060

Pub Date Jan 72

Grant—OEG-9-70-0031(057)

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Identification, *Art, *Children, Classification, *Concept Formation, Correlation, Data Analysis, Data Collection, Discrimination Learning, Individual Differences, Interaction, Rating Scales, Research, Standards, Stimuli, Student Evaluation, Tape Recordings, Task Performance, Test Results, Verbal Ability, *Visual Perception

The research reported here was designed to measure the abilities of school-age children to form and generalize "visual concepts" on the basis of their observation of prepared sets of art reproductions. The art reproduction sets displayed similarities based upon various visual attributes. Discrimination of the attributes common to any given set was taken as evidence of concept formation. Selection of similar reproductions in additional displays was taken as evidence of concept generalization. Additionally, tape-recorded discussions of the test administrations were analyzed. These discussions yielded additional evidence of successful test performance (on a verbal dimension) and were useful in describing the character of children's abilities to discuss the visual attributes of art reproductions. Evidence gathered indicates that students at all grades (except, possibly, kindergarten) are able to form visual concepts from their observation of selected sets of art reproductions. Subjects also successfully described their classification of observed visual similarities when discussing the items. Students at all grade levels are also able to generalize visual concepts to previously unencountered examples. Reliability indices, computed for both types of displays, were below minimum standards for tests used to evaluate individual performance. The obtained reliabilities were attributed to interactions of low item intercorrelations, test length, and the lack of experience among subjects with the tasks tested. (Author/CK)

ED 061 229 TE 499 770

Silkebakken, Dennis L.

Music: Band, Junior.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—22p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Perception, *Behavioral Objectives, Concept Formation, Course Content, *Course Objectives, Discovery Learning, Motivation, Musical Composition, *Music Education, *Skill Development

Identifiers—*Quinmester Program

A course in performing organization in which pupils develop increasing performance skills individually and in ensemble, with emphasis on stylistic characteristics of the music studied is presented. Course objectives include: (1) The student will determine the basic metric pattern of selected played examples; (2) The student will count and clap the rhythm from a written example; (3) The student will discover the principal rhythmic motive which is used repeatedly in a composition, and select it from a number of written alternatives; and (4) The student will take simple rhythmic dictation. Course content focuses on development of performance skills. (CK)

ED 061 230 TE 499 772

Young, Stephen

Accountability and Evaluation in the 70's: An Overview.

Pub Date Dec 71

Note—35p.; Paper presented at the Annual Meeting of the Speech Communication Association (57th, San Francisco, December 27-30, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic

Achievement,

*Behavioral Objectives, Curriculum Design, *Educational Accountability, Educational Legislation, Educational Quality, Educational Trends, *Evaluation Techniques, Financial Support, Goal Orientation, Learning Experience, *Measurement Instruments, Performance Contracts, Performance Criteria, Policy Formation, Public Schools, Research, Response Mode, *Teacher Role

A discussion of the age of accountability in American education is presented. The point is made that this new element is causing many educators to think more precisely about their goals, how they can be achieved, and how they can determine the degree to which they have been achieved. State laws are appearing and school policies are being defined in response to the demands for accountability. In the past, quality in education has been described as input—numbers of teachers, courses, and dollars spent. Today, students, parents, and taxpayers are concerned about output—the results in terms of actual student learning. Several responses have been made to the demand for accountability. One has been performance contracting with private firms. This contracting is viewed as a means of strengthening the public schools. Another response is to give the consumer a choice of schools from which he can receive educational services. The voucher plans and alternative schools springing up across the nation may introduce a measure of competition and increased effectiveness of schools. All the various responses to accountability involve a demand for specified learning outcomes. Implications of the accountability movement for speech education include: (1) The curriculum must be re-evaluated; (2) Criterion-referenced measurement systems must be introduced. It is concluded that the education profession must be held accountable for results and that evaluation must receive top priority on the list of educational goals. (Author/CK)

ED 061 231 TE 499 773

Dubocq, Edward R.

Art Education: Sculpture, Wood Forms.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—30p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Education, *Course Content, *Course Objectives, *Instructional Materials, Perception, *Sculpture, *Skill Development, Task Performance, Techniques

Identifiers—*Quinmester Program

A course in sculpturing wooden forms is presented. It has a two-fold purpose: (1) to create in the student an awareness of the effect sculptural forms have on his environment, (2) to further enhance the artistic abilities of the student through sculpting in wood. Content of the course includes a demonstration of wood sculpture techniques and an introduction to the materials of sculpting. (CK)

ED 061 232 TE 499 774

Swan, Nora Marinaccio, Louis

Art Education: Creative Ceramic Arts.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—51p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, *Behavioral Objectives, *Ceramics, Course Content, Course Objectives, *Creative Expression, Expectation, History, Instructional Materials, *Skill Development, Task Performance, Techniques, Vocabulary

Identifiers—*Quinmester Program

A course in forming, decorating, glazing, and firing pottery is presented. Upon completion of the course, the student will be expected to be familiar with all terms and characteristics connected with pottery and ceramics, and he will be expected to be able to properly handle and form clay. Course content includes the history of clay handling, methods of clay handling, and the equipment and tools for clay handling. (CK)

ED 061 233 TE 499 775

Dubocq, Edward R.

Art Education: Sculpture, Found Art.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—28p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, *Behavioral Objectives, *Course Objectives, *Sculpture, *Skill Development, Task Performance, Techniques, Visual Arts, Vocabulary

Identifiers—*Quinmester Program

A course of study concerned with the area of sculpture known as "found art"; i.e., assemblages of common, every day objects into works of art, is presented. Objectives of the course require the student to be able to describe the procedures for found art techniques, define vocabulary concerned with found art, and demonstrate competency in the subject. Course content includes a demonstration of studio procedures, demonstration of found art techniques, and studio work. (CK)

ED 061 234

TE 499 776

Dubock, Edward R.

Art Education: Sculpture Metallic Formations I.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—56p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, Course Content, *Metals, *Objectives, *Sculpture, *Techniques

Identifiers—*Quinmester Program

A course in sculptural art in the areas of welding, brazing and soldering is presented. The objective of the course is to introduce the student to these aspects of metal sculpture. Course content includes techniques in metal sculpture. (CK)

ED 061 235

TE 499 777

Belcher, Jean Hilf, Anne

Art Education: Nature and Life on Paper.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—32p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, *Behavioral Objectives, Course Content, *Course Objectives, *Freehand Drawing, *History, *Skill Development

Identifiers—*Quinmester Program

A beginner's course in drawing is presented. Course content covers a history of drawing, contemporary drawing, and techniques. Students will be expected to be familiar with history and technique at the end of the course. (CK)

ED 061 236

TE 499 778

Marinaccio, Louis

Potter's Wheel I: Art Education.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—31p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, *Behavioral Objectives, *Ceramics, Course Content, *Course Objectives, Expectation, *Skill Development, Task Performance

Identifiers—*Quinmester Program

A course in forming medium size pottery on the potter's wheel and developing skill to reproduce matching forms is presented. Abilities which will be expected of the student at the end of the course include: (1) defining important terms relating to pottery, (2) identifying and differentiating between certain aspects of ceramic art, and (3) demonstrating proper methods of clay preparation and handling. Course content covers those aspects for which student will be expected to display knowledge at the end of the course. (CK)

ED 061 237

TE 499 779

McCall, Jim And Others

Musical: Orchestra.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—12p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Behavioral Objectives, Course Content, *Course Objectives, *Laboratory Techniques, Listening Skills, Musical Instruments, *Music Education, Music Reading, *Skill Development, Task Performance, Teaching Techniques

Identifiers—*Quinmester Program

A course in performing organization in which students increase performance skills individually and in ensemble with emphasis on stylistic characteristics of the music studied is presented. Course objectives include: (1) The student will recognize the major and minor modes aurally and by notation; (2) The student will identify aurally and by notation basic music forms; (3) The student will identify aurally and by notation major, minor, and diminished chords; (4) The student will exhibit proper position and maintenance of his instrument; (5) The student will play combinations of rhythmic patterns which employ all meters; and (6) The student will perform etudes in all sharp and flat key signatures. Course content covers development of performance and listening skills. (Author/CK)

ED 061 238

TE 499 780

Grozan, Carl

Musical: Instrumental Techniques, Conducting.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—11p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Behavioral Objectives, Choral Music, *Choruses, Course Content, *Course Objectives, *Laboratory Techniques, Musical Instruments, *Music Education, Music Reading, Skill Development, Task Performance, Teaching Techniques, Visual Perception

Identifiers—*Quinmester Program

A course in introduction to the conducting of music groups of voices or instruments is presented. The approach used is a laboratory approach in which pupils will develop skills in score reading, physical gestures, rehearsal techniques, transpositions, voice and instrument ranges. Course objectives include: (1) The pupil will identify all instruments of the band and orchestra by sight and sound; (2) The student will identify various music forms; (3) The student will indicate familiarity with transposition as well as instrumental and vocal tessitura; (4) The student will demonstrate the baton motions for all standard meters; and (5) The student will indicate music interpretation in his conducting. Course content covers the development of performance skills, the expansion of the student's musical repertoire, and the study of transpositions, form, harmony, and theory. (Author/CK)

ED 061 239

TE 499 781

Baker, Melvin

Musical: Instrumental Techniques, Woodwinds.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—14p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Behavioral Objectives, Course Content, *Course Objectives, *Laboratory Techniques, Memory, Musical Instruments, *Music Education, Skill Development, *Task Performance, Teaching Techniques

Identifiers—*Quinmester Program

A course in introduction to music emphasizing modes and forms is presented. The approach used is a laboratory approach in which pupils will develop skill in playing wood-wind instruments, sing, listen to, read and compose music with emphasis on identification of elementary concepts of mode and form. Course objectives include: (1) pupil will select the title of a familiar melody heard from a list provided; (2) The student will identify the performing medium by ear from various choices; (3) Given a staff notated example, the pupil will indicate any pitch discrepancies in an example heard; (4) The pupil will properly assemble a wood-wind instrument of his choice, including preparation and adjustment of reed, if any; (5) The pupil will play from memory a chromatic scale for a range of two octaves; and (6) The pupil will play with characteristic timbre at a speed of at least two tones per second, scales of one octave, articulation to be determined by instructor. Course content focuses on development of performance skills. (Author/CK)

ED 061 240

TE 499 782

Pearl, Jesse

Musical: Instrumental Techniques, Percussion.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—12p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Behavioral Objectives, Concept Formation, Course Content, *Course Objectives, *Laboratory Techniques, Musical Instruments, *Music Education, Skill Development, *Task Performance, Teaching Techniques

Identifiers—*Quinmester Program

A course in introduction to music emphasizing harmony is presented. The approach used is a laboratory approach in which pupils will develop skill in playing percussion instruments, sing, listen to, read and compose music with emphasis on elementary concepts of harmony. Course objectives include: (1) The student will recognize duple, triple, quadruple, quintuple, and sextuple rhythms in their simple and compound forms; (2) The student will know names of lines and spaces of treble and bass clef, order of flats, order of sharps and will have a knowledge of key signature construction in major and minor modes; (3) The student will show a knowledge of tuning various percussions so as to get the best possible tone quality from the instruments; (4) The student will show the proper handgrip of his striking devices for all percussion and accessory instruments; and (5) The student will demonstrate the proper wrist action in playing on a drum pad and he will experience playing all the percussion instruments with proper technique. Course content covers the development of performance skills. (Author/CK)

ED 061 241

TE 499 783

Biringer, Frank A., Jr.

Musical: Beginning Strings, Instrumental

Techniques—Strings.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—12p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Behavioral Objectives, Concept Formation, *Course Objectives, *Laboratory Techniques, Musical Composition, Musical Instruments, *Music Education, Skill Development, Task Performance, *Teaching Techniques

Identifiers—*Quinmester Program

A course in introduction to music emphasizing modes and forms is presented. The approach used is a laboratory one in which pupils will develop skill in playing string instruments, sing, listen to, read and compose music with emphasis on identification of elementary concepts of mode and form. Course objectives include: (1) The pupil will select the title of a familiar melody heard from a list provided; (2) The pupil will identify the performing medium by ear; (3) The pupil will determine by ear if an example contains a complete cadence, an incomplete cadence, or no cadence; (4) The pupil will properly tighten, rosin and loosen bow; (5) The pupil will play rhythmic patterns on the open strings; (6) The pupil will play simple melodies which will utilize several bowing techniques; and (7) The pupil will demonstrate proper left hand position while performing three different finger patterns on each string in both half and first positions. Course content covers: (1) development of performance skills, (2) major scales, major and minor chords, and (3) forms. (Author/CK)

ED 061 242

TE 499 784

Ryan, Philip

Musical: Instrumental Techniques, Strings.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—11p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Behavioral Objectives, Course Content, *Course Objectives, Laboratory Techniques, Musical Instruments, *Music Education, *Skill Development, Task Performance, *Teaching Techniques

Identifiers—*Quinmester Program

A course in music which emphasizes harmony is presented. The approach used is a laboratory one in which pupils will develop skill in playing orchestral string instruments, sing, listen to, read and compose music with emphasis on elementary concepts of harmony. Course objectives include: (1) The student will select the title of a familiar melody heard from a list provided; (2) The student will identify the type of instrumental ensemble.

ble heard using a list provided; (3) The student will determine by ear whether an example is in major, minor, or major and minor mode; (4) The student will identify simple musical forms by ear and by eye; (5) The student will exhibit proper position and maintenance of his instrument and bow; (6) The student will play from notation rhythmic passages using whole, half, dotted half, quarter, dotted quarter, eighth, dotted eighth, and sixteenth notes; and, (7) The student will play passages which will utilize several bowing techniques. Course content is focused on: (1) development of performance skills, (2) Chromatic Scale, (3) Major Scales and Chords, and (4) Minor Scales and Chords. (Author/CK)

ED 061 243 TE 499 785

Monroe, James And Others

Concert Band, Course Number: Music: 5624.5.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—12p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bands (Music), *Behavioral Objectives, Concerts, *Course Content, *Curriculum Guides, Musical Instruments, *Music Education, Resource Materials, Teaching Guides

Identifiers—*Quinquimester Program

A course concerning the development of increased performance skills individually and in ensemble, with emphasis on stylistic characteristics of the music studied, is the focus of this handbook. The following topics are presented in outline form: Course Description; Course Enrollment Guidelines; Course of Study Objectives—Musicianship, Performance—Course Content; Course Procedures, Strategies and Suggested Learning Activities; Resources for Pupils; Resources for Teachers; and Assessment. (DB)

ED 061 244 TE 499 786

Cerra, James L.

Marching Band, Course Number: Music: 5614-Level V.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—15p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bands (Music), *Behavioral Objectives, *Course Content, *Curriculum Guides, Musical Instruments, *Music Education, Physical Activities, Resource Materials, Teaching Guides

Identifiers—*Quinquimester Program

Instruction in street and field marching techniques and study of appropriate music are the topics covered in this course handbook. The handbook contains guidelines on the following topics: Course Description; Course Enrollment Guidelines; Course of Study Objectives—Musicianship, Performance—Course Content; Course Procedures, Strategies, and Suggested Learning Activities; Resources for Pupils; Resources for Teachers; and Assessment. A brief bibliography and foreword are included. (DB)

ED 061 245 TE 499 787

Faloni, John

Band, Course Number: Music: 5613.5.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—21p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bands (Music), *Behavioral Objectives, *Course Content, *Curriculum Guides, Musical Instruments, *Music Education, Resource Materials, Teaching Guides

Identifiers—*Quinquimester Program

The development of increasing performance skills individually and in ensemble, with emphasis on stylistic characteristics of the music studied, is the purpose of this course. The handbook presents, in outline format, the following: Course Description; Course Enrollment Guidelines; Course of Study Objectives—Musicianship, Performance—Course Content; Course Procedures, Strategies and Suggested Learning Activities (covering nine weeks); Resources for Students, including Materials to Be Included in Performance for This Quinquimester; Resources for Students; and Resources for Teachers. (DB)

ED 061 246

Sutton, Mack

Instrumental Techniques—Band, Course Numbers:

Music: 5642.45, 5643.45.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—10p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bands (Music), *Behavioral Objectives, *Course Content, *Curriculum Guides, Musical Instruments, *Music Education, Music Reading, Resource Materials, Teaching Guides

Identifiers—*Quinquimester Program

An introduction to music emphasizing harmony, this course provides a laboratory approach in which pupils will develop skill in playing brass and woodwind instruments, sing, listen to, read and compose music with emphasis on elementary concepts of harmony. This handbook provides, in outline format, the following: Course Description; Course Enrollment Guidelines; Course of Study Objectives—Musicianship, Technique—Course Content; Course Procedures, Strategies and Suggested Learning Activities (for nine weeks); Resources for Pupils; Resources for Teachers; and Assessment. (DB)

ED 061 247

Burris, Susan

Music in American Society, Twentieth Century, Course Number: Music: 7189.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—42p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Course Content, *Curriculum Guides, *Humanities Instruction, Multimedia Instruction, *Music Appreciation, Resource Materials, Social Influences, Teaching Guides

Identifiers—Modern Music, *Quinquimester Program

In this course, the interaction of music and the American society in the twentieth century, for students who are interested in the Humanities and have working knowledge of the English language, is studied. This handbook is a guide to the course and presents, in outline format, the following topics: Course Description; Course Enrollment; Course Objectives; Course Content; Course Procedure (by days within each of the nine weeks); Resources for Pupils; Resources of Teachers; and Evaluation. A bibliography is provided. (DB)

ED 061 248

Bennitt, Barth Thum, Marie-Jo

Instrumental Techniques: Guitar, Course Number: Music: 5631.3-3.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—23p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, Cognitive Objectives, Course Content, *Course Objectives, Discrimination Learning, *Educational Objectives, *Instructional Materials, Laboratory Training, Musical Instruments, *Music Education, *Skill Development

Identifiers—*Quinquimester Program

A course which is an introduction to music emphasizing modes and forms is outlined. Objectives include: (1) The student will select the title of a familiar melody from a list provided; (2) The student will identify by ear the performing medium from the following choices: violin, voice, piano, guitar, clarinet, trombone, organ, string bass, synthesizer, and trumpet; (3) The student will determine by ear if an example contains a complete cadence, an incomplete cadence, or no cadence; (4) The student will demonstrate proper maintenance of his instrument to insure that the strings are playable, the machine heads work freely and the body of the instrument transmits tone; (5) The student will demonstrate through class participation the proper attitude; and (6) The student will show ability to use thumb picking down-stroke on one string at a time. Course is broken down into seven sections: Logistic, Tone, Pitch, Picking, Study of styles, Development of discrimination in choice of rhythm patterns, and Skills. (CK)

TE 499 788

ED 061 249

Siegel, Philip

Music Laboratory I: Supplementary Materials, Course Number: Music: 5631.10.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—78p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Auditory Perception, Cognitive Objectives, Course Content, *Course Objectives, *Educational Objectives, *Instructional Materials, Laboratory Training, *Music Education, *Skill Development, Symbolic Learning, Visual Learning

Identifiers—*Quinquimester Program

A course which is an introduction to musical symbol is presented in workbook form. The course is designed to help pupils develop the skills necessary to identify and reproduce a staff, notes, and to place notes on a line and in a space. The objective of the course is to enable pupils to identify and reproduce: an eighth note, half note, staff, quarter note, whole note, notes on a line, and notes in a space. Content of course includes flash card drill on notation, felt board and movable notations, staff and notes, rhythm game, and programmed lesson on duration and meter. (CK)

ED 061 250

Pomeroy, Doris And Others

Keyboard Laboratory, Course Number: Music: 5633.32

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—56p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, Cognitive Objectives, Course Content, *Course Objectives, *Educational Objectives, *Laboratory Training, Musical Instruments, *Music Education, *Skill Development, *Teaching Techniques

Identifiers—*Quinquimester Program

A course in introduction to music emphasizing modes and forms is presented. A laboratory approach in which pupils are to develop skill in playing keyboard instruments, sing, listen to, read and compose music with emphasis on identification of elementary concepts of mode and form is used. Course objectives include: (1) The student will select the title of a familiar melody heard from a list provided; (2) The student will determine by ear whether an example is in major, minor, or chromatic mode; (3) The student will determine by ear whether an example contains a complete cadence, an incomplete cadence, or no cadence; (4) The student will understand the physical structure and care of the keyboard instrument; (5) The student will demonstrate as he performs the proper posture at the keyboard; and (6) The student will explain the "up" and "down" direction on the keyboard in relation to melodic motion. Course content is directed toward the development of performance skills and musicianship. (CK)

ED 061 251

Hoffa, Harlan

An Analysis of Recent Research Conferences in Art Education. Final Report.

Indiana Univ. Foundation, Bloomington.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-E-093

Pub Date Dec 70

Grant—OEG-S-9245093-0022

Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Art Education, Comparative Analysis, *Conferences, Data Analysis, Educational Objectives, Film Production, *Humanities, Interdisciplinary Approach, *Objectives, *Research, Teacher Education, Visual Arts

The influence of conferences in various parts of the world upon art education was studied. The purposes of this study are: (1) to glean significant recommendations from the conference reports and, by this process, to isolate areas of overlap, instances of shared concern and recommendations which were repeated in reference to seemingly different concerns, and (2) to document the history of the Arts and Humanities Program as manifested through these conferences. The specific recommendations which flowed out

TE 499 791

TE 499 792

TE 499 810

of the conference reports differed widely because the topics at the 15 different conferences were diverse. Four clusters of recommendations which were shared by more than one conference were extracted, however. These related to teacher education, to interdisciplinary cooperation, to increasing student contact with bona fide art objects or producing artists, and finally, to film-making and other processes whereby visual images can be reproduced, transported, isolated, or compared for educational purposes. (CK)

TM

ED 061 252 TM 001 154

Hakstian, A. Ralph
Some Notes on the Factor Analytic Treatment of Measures Obtained on Two Different Occasions.
Alberta Univ., Edmonton.
Report No.—RIR-71-10
Pub Date Sep 71

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correlation, *Data Analysis, Design Needs, *Factor Analysis, *Longitudinal Studies, *Models, Orthogonal Rotation, Post Testing, Pretests

Five models are introduced for the factor analytic treatment of a set of measures obtained for the same sample of persons on two different occasions. The models differ in terms of the assumptions made regarding the constancy of the (1) factor (actually component) score and (2) factor pattern matrices from occasion 1 to 2. Least-squares procedures are developed for the estimation of the component scores and patterns under four of the models; canonical correlation procedures are developed for the fifth. Illustrative examples using these procedures are presented, and the research implications of the hypotheses and procedures underlying each model are discussed. (Author)

ED 061 253 TM 001 155

Brown, Edward K.
A Study of ESEA, Title I Impact Components on Urban Elementary Schools and Their Pupils.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date Apr 72

Grant—OEG-48-0043-51-011-01

Note—89p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arithmetic Curriculum, Basic Skills, Behavioral Objectives, Demography, *Disadvantaged Youth, *Educational Accountability, Educational Administration, Elementary Education, *Elementary School Students, Evaluation Methods, Factor Analysis, Federal Programs, Models, *Program Evaluation, Reading Ability, Resource Allocations, Student Motivation, Urban Education, *Urban Schools

Identifiers—*Elementary Secondary Education Act Title I

A systematic study of the composition and dispersment of Title I projects assigned to elementary schools in Philadelphia was conducted. Categorical variables were identified from four major derived variables (program density code, school aggregate fund, pupil service component, achievement-growth differential score) and four major demographic variables (school staff, average daily attendance, per pupil and per teacher expenditures). Content analysis of the four program densities revealed (a) that four distinct implementation patterns (models) existed and (b) that the thrust of each model was programmatically different. The four implementation models were identified as (1) Educational/Cultural Enrichment Experiences; (2) General Instructional and Supervisory Support System; (3) Intensive Instructional and Supervisory Support System; and (4) Remediation Programs. Assessment of Pupil outputs provided by each model indicated that although significant differences were present between the grades, the anticipated levels of output were not achieved. However, six rational procedural alternatives for increasing the capability of the schools to increase their achievement levels within each model are pro-

vided. Findings suggest that traditional evaluation techniques are not suitable for assessing the programmatic effect of, or for developing operational management information about federal programs. (Author/AG)

ED 061 254 TM 001 156

Blai, Boris, Jr.
The Harcum Student-Graduate in Retrospect: A Decade of Development.

Harcum Junior Coll., Bryn Mawr, Pa.

Report No.—IRR-71-38

Pub Date Dec 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Academic Aspiration, Achievement Tests, Doctoral Degrees, *Educational Accountability, Grade Point Average, *Junior College Students, Masters Degrees, Personality Tests, Post Testing, Pretests, *Program Evaluation, Questionnaires, Reading Skills, Study Habits

Identifiers—Gordon Personal Profile Inventory, Scholastic Aptitude Test, School and College Ability Test, *Sequential Tests of Educational Progress

This report, which draws from numerous previous Harcum reports, summarizes the entrance status, development, and achievements of Harcum students from 1962 to 1970. (MS)

ED 061 255 TM 001 157

Jackson, Douglas N. Morf, Martin E.

An Empirical Evaluation of Factor Reliability.

Educational Testing Service, Princeton, N.J.

Report No.—RB-71-66

Pub Date Dec 71

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Evaluation, *Factor Analysis, *Generalization, Hypothesis Testing, Orthogonal Rotation, Personality Tests, *Psychometrics, *Reliability, Response Style (Tests)

The psychometric reliability of a factor, defined as its generalizability across samples drawn from the same population of tests, is considered as a necessary precondition for the scientific meaningfulness of factor analytic results. A solution to the problem of generalizability is illustrated empirically on data from a set of tests designed to measure facets of response styles and of personality dimensions. Parallel sets of measures based on personality scales defining each of seven factors were separately factored. Independent sets of component scores derived from the orthogonal least squares fit to the oblique factor pattern matrix were computed, and these component scores were intercorrelated between the two sets, yielding factor reliabilities, whose values ranged from .65 to .85. A corresponding analysis based on scores derived from random binary data yielded nonsignificant factor reliabilities ranging from -.12 to +.07. It was recommended that such a test of factor generalizability be incorporated routinely into factor analytic investigations, particularly those employing Procrustes-type rotations. (Author/AG)

ED 061 256 TM 001 158

Jackson, Douglas N. And Others

An Evaluation of Forced-Choice and True-False Item Formats in Personality Assessment.

Educational Testing Service, Princeton, N.J.

Report No.—RB-71-67

Pub Date Dec 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Rating Scales, College Housing, *College Students, Comparative Analysis, Correlation, *Forced Choice Technique, Multiple Choice Tests, Peer Relationship, *Personality Assessment, Personality Tests, Response Mode, *Response Style (Tests), Self Evaluation, *Test Bias, Test Reliability, Tests, Test Validity

Identifiers—*Personality Research Form, PRF

In a comparative evaluation of a standard true-false format for personality assessment and a forced-choice format, subjects from college residential units were assigned randomly to respond either to the forced-choice or standard true-false form of the Personality Research Form (PRF). All subjects also rated themselves and the members of their residential units on behavior traits corresponding to the PRF scales. Reliabilities of the scales comprising the true-false form were

substantially higher than those in the forced-choice form. Peer rating validities for the true-false and forced-choice forms were in a comparable range, but correlations with self-ratings were higher for the true-false form. Results do not support the contention that for personality scales a forced-choice format is consistently more valid than a standard format. Considering the other advantages of the true-false format, including its freedom from the complicating effects of ipsative scores, the use of this format is recommended for the great majority of applications in personality assessment. (Author)

ED 061 257 TM 001 159

Horne, Eleanor V., Ed.

Test Collection Bulletin.

Educational Testing Service, Princeton, N.J.

Pub Date Jul 71

Note—20p.

Available from—Test Collection Bulletin, Educational Testing Service, Princeton, New Jersey 08540 \$2.00 per subscription (4 issues)

Journal Cit—Test Collection Bulletin; v5 n3 Jul 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS

Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Attitude Tests, *Bulletins, Interest Tests, *Measurement Instruments, Motor Development, Personality Tests, Preschool Tests, Publications, *Testing Programs, Test Reviews, *Tests, Test Selection Identifiers—*Head Start Test Collection

This bulletin contains annotated bibliographies of new acquisitions, test announcements received, and new references. Additional information ranges from news concerning the special Head Start Test Collection, and a listing of 1971-1972 testing programs, to test review publications, tests no longer available, new publishers and new addresses, and the addresses of those publishers and organizations whose materials and services are mentioned in the Bulletin. (MS)

ED 061 258 TM 001 162

Yett, Frank A.

Computer Assisted Tutorial and Testing System (CATTS).

Pasadena City Coll., Calif.

Pub Date Nov 71

Note—4p.; Paper presented at the Annual Meeting of the California Educational Research Association, November 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Computer Assisted Instruction, Computer Oriented Programs, Filing, Individualized Instruction, *Instructional Systems, Instructional Technology, Measurement Instruments, Programmed Materials, Questioning Techniques, Response Style (Tests), *Testing Programs, *Tutorial Programs, Units of Study (Subject Fields)

CATTS is a computerized service providing question-answer exercises from a subject content file for specific courses, building successive lessons from the file based on each student's immediately previous performance. The text of the file may correlate with textbooks, diagrams, workbooks and supplementary material. Student files include subject, class and instructor identification, lesson-by-lesson performance records, and a variety of measures and indices of performance. (Author)

ED 061 259 TM 001 163

Primoff, Ernest S.

Substance of Presentation on The J-Coefficient and Job-Element Procedure as a Means of Integrating All Evidences of Ability to Meet Educational or Job Requirements.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date 8 Apr 68

Note—9p.; Paper presented at the American Personnel and Guidance Association Convention, April 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude Tests, Equal Opportunities (Jobs), *Evaluation Methods, *Factor Analysis, *Job Analysis, Job Placement, Measurement Instruments, Occupational Guidance, *Occupational Tests, *Personnel Evaluation, Rating Scales, Research Methodology, Test Validity

Identifiers—J Coefficient, Job Element Procedure J Scale

This paper concerns two features of a project on the assessment of job potential: the J-Coefficient, and the J-Scale. The J-Coefficient is a means of determining the validity of a test for a position on the basis of (1) the Beta Weights for predicting test scores from a set of elements and (2) estimates of importance of each element in the particular job. The other feature, the J-Scale, is a method in which elements of ability, knowledge, skill or personal characteristics are selected for a particular job, on the basis of their amenability to valid rating when examiners evaluate experience, training, education, etc., as well as tests. See also TM 001 164-166 for further information on the Job Element (J-Scale) method. (Author/DLG)

ED 061 260 TM 001 164

Primoff, Ernest S.
Application of Job Element (J-Scale) Method to Job Analysis and Selection of Inspectors.

New Directions Community School, Inc., Richmond, Calif.
Pub Date 29 Aug 58

Note—10p; Paper presented at the Annual Meeting of the American Psychological Association, August 1958

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Tests, Decision Making, *Evaluation Methods, Inspection, *Job Analysis, Job Placement, Measurement Instruments, *Occupational Tests, *Personnel Evaluation, Questionnaires, Rating Scales, *Test Construction, Test Validity

Identifiers—Federal Bureau of Mines, J Scale Method

This paper describes the construction of a new examination for Federal Coal Mine Inspectors, using the Job Element (J-Scale) method. Headquarters administrators and field inspectors rated the importance of various job elements. The values given to 32 elements, a comparison of test and actual proficiency, ratings, and examples of the rating parameters of several elements are given. A summary of the workings of the J-Scale Formula is provided. See also TM 001 163, 165-166 for further information on the Job Element (J-Scale) method. (DLG)

ED 061 261 TM 001 165

Primoff, Ernest S.
Preliminary Report on Use of Self-Ratings to Provide J-Coefficient Data.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.
Pub Date Jan 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Rating, Correlation, Evaluation Criteria, *Occupational Tests, Rating Scales, Reliability, *Self Evaluation, Standardized Tests, Statistical Analysis, Test Reliability, *Test Results, *Validity

Identifiers—J Coefficient

This report shows how Beta weights for the J-Coefficient may be easily developed without a formal validity study, and indicates how indications of ability other than tests can be used to measure the same abilities that are measured by tests. See also TM 001 163-64, 166 for further information on job elements (J-Scale) procedures. (Author/DLG)

ED 061 262 TM 001 166

Primoff, Ernest S.
Use of Measures of Potential and Motivation in a Promotion Examination for Laborer-Type Positions to Gardener-Trainee—Park Service.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.
Pub Date Sep 69

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arithmetic, *Employment Potential, Evaluation Methods, Federal Programs, *Job Analysis, Job Applicants, Job Placement, Job Training, *Learning Motivation, Multiple Choice Tests, Occupational Mobility, *Occupational Tests, Personnel Evaluation, Racial Differences, Reading Ability, Self Evaluation, Statistical Analysis, *Test Construction

This is an illustration of the use of various measures in particular elements, including self-descriptive devices, all of which are designed to emphasize most precise measurement of potential, rather than already developed abilities and skills. See also TM 001 163-165 for further information on the job element method, and use of the J-Scale. (Author/DLG)

information on the job element method, and use of the J-Scale. (Author/DLG)

ED 061 263 TM 001 167

Ozenne, Dan Gilbert
Toward an Evaluative Methodology for Criterion-Referenced Measures: Test Sensitivity.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CSE-R-72

Pub Date Oct 71

Contract—OEC-4-6-061646-1909

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Comparative Analysis, *Criterion Referenced Tests, *Data Analysis, *Evaluation Methods, Individual Differences, Item Analysis, Models, *Norm Referenced Tests, Performance Criteria, Response Mode, Scores, Statistical Analysis, Test Construction, Test Reliability, Tests

Identifiers—*Test Sensitivity

This paper examines the development and evaluation of criterion-referenced measures, and elaborates on the distinction between them and norm-referenced measures. The concept of sensitivity is introduced as an appropriate method for evaluating such measures, and a sensitivity index is proposed. The traditional model for the response of a subject to a measure is extended to conform to the typical objective-based measurement situation, and suggestions for using this response model for evaluating the sensitivity of a measure are offered. Alternate versions of the response model, designed to account for a variety of measurement situations, are presented, along with a discussion of the role of item selection and the effect of guessing in the evaluation of the measures. Data from a variety of sources (both empirical and simulated), which was used to study the effects of varying test parameters on the sensitivity of the measures, and the implications of the results of this data are discussed. General considerations for test development, possible uses of the proposed sensitivity index, and recommendations for further research conclude the report. (AG)

ED 061 264 TM 001 168

Gentile, J. Ronald
Toward Excellence in Teaching: Grading Practices.

Pub Date 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Course Objectives, *Criterion Referenced Tests, Educational Accountability, Effective Teaching, Feedback, *Grades (Scholastic), *Grading, Measurement Techniques, *Norm Referenced Tests, Student Evaluation, Student Motivation, *Teaching Styles, Test Reliability, Test Validity

A comparison is drawn between norm-referenced (or competitive) and criterion-referenced testing procedures as used for the purpose of assessing and grading knowledge gained from teaching. It is argued that competitive or norm-referenced grading practices are sadistic, unethical, statistically unsound, and irrelevant to course objectives. Criterion-referenced procedures are advocated as alternatives which avoid the problems of norm-referenced testing. (Author)

ED 061 265 TM 001 169

Holmes, Douglas And Others
Drug Use and Users. Drug Use in Matched Groups of Hippies and Non Hippies. Final Report.

Center for Community Research, New York, N.Y.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 71

Note—221p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Attitude Tests, Demography, *Drug Abuse, *Drug Addiction, Family Background, Field Interviews, Lysergic Acid Diethylamide, Marijuana, Measurement Instruments, Narcotics, Political Attitudes, *Psychological Characteristics, Religious Factors, Research Methodology, Sedatives, Sex Differences, Sexuality, Statistical Analysis, Stimulants, *Surveys

Identifiers—*Hippies

This study was designed to provide descriptive data on several samples of drug users and to compare these with non-drug users. The study focused on the characteristics of four groups: hippies, weekend hippies ("weekenders"), non-hippie drug users, and non-hippie non-users. Information was collected from study participants to provide descriptive data in the following areas: family backgrounds, their drug orientation and practices, attitudes and beliefs reflecting alienation, and their sexual orientation and practices. See TM 001 171 for the instrument used. (Author/DLG)

ED 061 266 TM 001 170

Solomon, Theo
A Pilot Study among East Village "Hippies." Associated YM-YHA's of Greater New York, N.Y.

Report No—Monogr-35

Pub Date Mar 68

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, Content Analysis, Demography, *Drug Abuse, Family Background, Interviews, Jews, Lysergic Acid Diethylamide, Marijuana, Narcotics, Parent Child Relationship, Political Attitudes, Religious Factors, Research Methodology, *Sex Differences, *Social Attitudes, Statistical Analysis, Stimulants, *Surveys, Training Techniques

Identifiers—Alienation, *Hippies
"Hippies" were questioned about drug usage, personal background, and attitudes. It is suggested that the "hippie" movement is primarily a symptom of alienation from the dominant values of society, although the nature of the sample precludes firm generalization. (DG)

ED 061 267 TM 001 171

Holmes, Douglas And Others
Community Research Hippie/Non-Hippie Interview Schedule.

Associated YM-YHA's of Greater New York, N.Y.

Pub Date Dec 68

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alcoholism, Demography, *Drug Abuse, Family Background, Group Behavior, Interpersonal Relationship, Lysergic Acid Diethylamide, Marijuana, Narcotics, Occupational Aspiration, Parent Influence, Political Attitudes, Psychological Characteristics, *Questionnaires, Religious Factors, Sedatives, *Social Attitudes, *Socioeconomic Background, Stimulants

Identifiers—*Hippies

This 207-item questionnaire assesses drug-use practices, alienation, sexual orientation and practices, and wide ranging biographic and demographic factors in persons 14 years old and older. The instrument is untimed, and administered as a structured interview. Interviewers require a brief training period and some practice. See TM 001 169, 170 for responses of sample surveys. (DG)

ED 061 268 TM 001 202

Murray, C. Kenneth Treanor, Hugh J.
Predicting Social Studies Teacher Behavior.

Pub Date Apr 72

Note—9p; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Tests, *Educational Research, Feedback, Forced Choice Technique, Interaction Process Analysis, *Predictive Ability (Testing), Rating Scales, *Social Studies, Statistical Analysis, *Teacher Behavior, Test Reliability, *Tests, Verbal Tests

Identifiers—*Teaching Situation Reaction Test, TSRT

Experimental results indicate that: (1) the Teaching Situation Reaction Test has potential for predicting inservice social studies teachers' verbal and cognitive classroom behavior patterns; and (2) these patterns are related to current developments in social studies instruction. (MS)

ED 061 269 TM 001 203

Jacobs, James N.
A Model for Program Development and Evaluation at the Local School Level.

Pub Date Feb 72

Note—27p; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Community Schools, Decentralization, Decision Making, Educational Accountability, Educational Planning, Educational Resources, *Goal Orientation, Local Issues, *Models, Power Structure, *Program Development, *Program Evaluation

A four-stage model (goal setting, program planning, program implementation, program evaluation) for achieving diversity in the means and ends of education is suggested. Its major thrust is for more educational programming at the local school level. (MS)

ED 061 270 TM 001 204

Hakstian, A. Ralph. Muller, Victor J.

Some Empirical Findings Concerning the Number of Factors Problem.

Alberta Univ., Edmonton.

Report No.—RIR-72-2

Pub Date Feb 72

Note—33p.; Paper presented at the annual meeting of American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, *Factor Analysis, *Models, *Psychometrics, Reliability, *Research Problems, Statistical Analysis, Validity

The epistemological status of factors—that is, components, common factors, and image factors—is briefly discussed. Implications for the number of factors problem of varying views of factor analysis and the particular factor analytic model employed are noted, and the rationales underlying the best known decision rules regarding the correct number of factors are discussed. The results of a study are presented, in which reanalyses were performed on 17 correlation matrices found in the literature, and eight well-known rules and one new rule for determining the correct number of factors were applied. The rules are compared in light of the factor analytic model implied in each case, and some implications for practice are noted. (Author)

ED 061 271 TM 001 205

Klein, Stephen

Procedures for Comparing Instructional Programs.

Pub Date Apr 72

Note—24p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Cost Effectiveness, Educational Objectives, Educational Programs, *Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Evaluation Techniques, *Instructional Programs, Measurement Instruments, Measurement Techniques, Program Costs, Program Design, *Program Evaluation

This paper examines comparative educational program evaluation. Suggested evaluative criteria and evaluation techniques and their weaknesses are discussed. An evaluation formula is proposed, and an example of its operation is provided. (DG)

ED 061 272 TM 001 207

Womble, Melodie L.

Public School Research—The Two-Faced Profession.

Pub Date Apr 72

Note—8p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Citizen Participation, *Communication Problems, *Community Attitudes, Community Relations, Decision Making, *Educational Researchers, Information Needs, Media Research, Public Opinion, *Public Relations, Public Support, Research Needs, School Administration, *School Community Relationship, Teacher Attitudes

This paper examines the difficulties facing educational researchers in communicating with other professionals and with the public. Public knowledge of the schools and attitudes toward them, community relations problems, and general communications problems are discussed. A program for school researchers is recommended. (DG)

ED 061 273 TM 001 208

Dwyer, Robert C. And Others

An Evaluation of the Effectiveness of a New Type of Preschool Compensatory Program: Environmental Academics.

Pub Date Apr 72

Note—11p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Comparative Analysis, Compensatory Education Programs, *Disadvantaged Environment, Disadvantaged Youth, Environmental Influences, Instructional Programs, *Learning Difficulties, *Preschool Children, Preschool Programs, Program Effectiveness, *Remedial Instruction, Teaching Styles, Testing

Identifiers—Environmental Academics Program, *Head Start Programs

A total of 160 five-year-old children from Head Start-eligible families were assigned to two treatments during a 6-month Head Start program. The experimental group received the Environmental Academics Program for one to one and a half hours per school day, and the ongoing Head Start program for the balance of the day. The control group received the ongoing Head Start program for the full day. The experimental group made significant gains over the control group on IQ and achievement measures. (Author/DB)

ED 061 274 TM 001 209

Melching, William H.

Evaluation of Terminal Objectives in Reading.

Human Resources Research Organization, Fort Bliss, Tex. Div. 5.

Pub Date Apr 72

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, *Classification, *Educational Objectives, Formative Evaluation, *Opinions, Program Evaluation, Rating Scales, *Reading, Reading Comprehension, Reading Processes, Student Behavior, *Summative Evaluation, Task Performance, Verbs

Identifiers—*Terminal Objectives

This paper describes the results of an effort to apply a classification system, developed by the Human Resources Research Office (George Washington University), to a set of terminal objectives in reading. The classification system contained five factors, each factor embracing three levels. Some 312 terminal objectives (and 766 approximations) were classified by three raters. Agreement among raters was sketchy at the start of the rating, but improved dramatically with practice. It was concluded that (a) Classifying objectives is a useful procedure by which to evaluate the communicability of objectives; (b) Of all aspects of an objective, the verb is probably the most important; and (c) Reading objectives are no more difficult to classify than are objectives in other instructional content areas. (Author/CK)

ED 061 275 TM 001 210

Cypress, Beulah K. DeBlois, Michael L.

A Paradigm for the Evaluation of School Staffing Models: An Empirical Study.

Florida State Univ., Tallahassee. Dept. of Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—48p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Diagnostic Tests, Differentiated Staffs, *Educational Accountability, Educational Research, Expenditures, *Formative Evaluation, Measurement Techniques, *Models, Program Effectiveness, *Program Evaluation, *Program Improvement, Questionnaires, Research Methodology, Resource Allocations, School Systems, Staff Utilization

This paper discusses a technique for evaluating the comprehensiveness, feasibility and viability of project models. The developed technique is based on the assumption that a school staffing model is an organizational pattern demonstrating certain specific characteristics. A method for describing these characteristics has also been developed as a

part of the evaluation scheme. Three formative instruments for model evaluation are included under the title, "School Personnel Utilization Forms" (See TM 001 349). (CK)

ED 061 276 TM 001 211

Lewis, Ernest L. Mouw, John T.

The Use of Contrast Coding to Simplify ANOVA and ANCOVA Procedures in Multiple Linear Regression.

Pub Date Apr 72

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Covariance, *Analysis of Variance, Hypothesis Testing, Interaction, *Mathematical Models, *Multiple Regression Analysis, Tests of Significance

Identifiers—*Contrast Coding

This paper discusses the use of contrast coefficients in multiple linear regression models, and shows how they can provide for a logical method of analysis in both the analysis of variance and the analysis of covariance. (CK)

ED 061 277 TM 001 212

Hartlage, Lawrence C.

Does It Matter Which Initial Reading Approach Is Used?

Pub Date Apr 72

Note—2p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Grade 1, Phonics, Post Testing, Pretests, *Program Evaluation, Reading Achievement, *Reading Instruction, Reading Programs, *Reading Skills, Statistical Analysis, Textbooks, *Word Recognition

Identifiers—Metropolitan Readiness Test, *Wide Range Achievement Test

Three approaches to initial reading instruction were evaluated to determine their relative effectiveness in establishing word recognition skills. Significant differences between the three groups of children were found in the posttest scores: a special alphabet approach produced highest scores; a phonetic approach, next highest; and a look-say approach produced lowest scores. (MS)

ED 061 278 TM 001 218

Doherty, Victor W.

PPBES and School System Evaluation -- A Progress Report.

Pub Date Apr 72

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Curriculum Design, Educational Accountability, *Educational Administration, Educational Finance, *Educational Objectives, Educational Resources, Evaluation Criteria, Evaluation Methods, Evaluation Techniques, Program Budgeting, Program Descriptions, Program Design, *Program Development, Program Evaluation, Program Planning, School Accounting, School Systems, *Systems Development

Identifiers—*Planning, Program, Budgeting and Evaluation System

This long-range system entails the development of programs in the areas of educational goals and objectives, accounting and budgeting, and curriculum design. Ongoing programs of implementation and evaluation are an important feature. (DLG)

ED 061 279 TM 001 219

Marks, John B. And Others

Narcotics Center Questionnaire, 1968.

Pub Date 68

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, College Students, *Drug Abuse, *Drug Addiction, Drug Education, Drug Legislation, Drug Therapy, High School Students, Lysergic Acid Diethylamide, Marihuana, *Narcotics, Personality Assessment, *Questionnaires, Response Style (Tests), Sedatives, Stimulants, *Student Attitudes, Student Experience

Identifiers—*Narcotics Center Questionnaire

This questionnaire assesses drug knowledge, drug use practices, and attitudes toward drugs in junior high school, senior high school, and college students. The 105 items (multiple choice, yes/no, or completion) are concerned with personal and demographic data, "book" knowledge of drugs, "street" knowledge of drugs (drug argot and the like), attitudes toward drugs and drug users, peer drug use, and personal drug use practices. The instrument is untimed, group administered, and may be given by the classroom teacher. Selected item response data and findings for samples of Washington State high school and junior college students are reported. No other technical data was available for review. This questionnaire was used to survey drug attitudes, knowledge and experience of students in Tacoma and Everett, Washington. The results are summarized. See also TM 001 220. (DG)

ED 061 280 TM 001 220

Marks, John B. And Others
Narcotics Center Questionnaire (Spring 1969).

Pub Date 69

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, College Students, *Drug Abuse, *Drug Addiction, Drug Education, Drug Legislation, Drug Therapy, High School Students, Lysergic Acid Diethylamide, Marihuana, *Narcotics, Personality Assessment, *Questionnaires, Response Style (Tests), Sedatives, Stimulants, *Student Attitudes, Student Experience

Identifiers—*Narcotics Center Questionnaire

This questionnaire assesses drug knowledge, drug use practices, and attitudes in junior high school, senior high school, and college students. The 115 items (multiple choice, yes/no, agree/disagree, or completion) deal with personal and demographic data, general attitudes, attitudes toward institutions (police, American business, Army, etc.), "book" knowledge of drugs, "street" knowledge of drugs (drug argot and the like), attitudes toward drug use and users, and drug use practices. The instrument is untimed, group administered, and may be given by the classroom teacher. Interpretation of the general attitude items requires experience with personality measures. No technical data was available for review. See also TM 001 219. (DG)

ED 061 281 TM 001 232

Fisher, Maurice D. Ward, Virgil S.
A Design for Evaluating Educational Programs for Culturally Disadvantaged Children.

Pub Date Apr 72

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Cognitive Processes, *Culturally Disadvantaged, Disadvantaged Youth, Educational Objectives, *Educational Programs, Evaluation Criteria, Evaluation Needs, *Evaluation Techniques, Formative Evaluation, Instructional Programs, Models, *Program Evaluation, Rating Scales, Research Methodology, Taxonomy

The evaluation design described in this paper discusses all significant aspects of program development and follow-through for culturally disadvantaged children. Discussed are educational objectives, instructional methods, implementation procedures, and outcomes. (CK)

ED 061 282 TM 001 233

Pohlmann, John T.
The Effects of Pooling the Interaction and Within Components on the Alpha and Power for Main Effects Tests.

Pub Date Apr 72

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Computer Programs, Factor Analysis, *Hypothesis Testing, *Interaction, Mathematical Models, *Statistical Analysis, *Tests of Significance

Identifiers—*Monte Carlo Method
The Monte Carlo method was used, and the factors considered were (1) level of main effects in the population; (2) level of interaction effects in the population; (3) alpha level used in determining whether to pool; and (4) number of degrees of freedom. The results indicated that

when the ratio degrees of freedom (axb)/degrees of freedom (within) was large (1/4), pooling resulted in a disturbance in the actual alpha for the main effect test. The magnitude and nature of the disturbance was dependent on the alpha level employed in testing the interaction effects. The use of an alpha of .25 for the interaction effects resulted in a congruence between actual alpha and nominal alpha, and a slight increase in power. (Author/CK)

ED 061 283 TM 001 234

Schnittjer, Carl J.
The Use of Linear Programming for Prediction.

Pub Date Apr 72

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Educational Administration, Graduate Students, *Linear Programming, Mathematical Applications, *Mathematical Models, *Multiple Regression Analysis, *Prediction, Predictive Ability (Testing), Predictive Measurement, Predictive Validity, Predictor Variables, Scores

The purpose of the study was to develop a linear programming model to be used for prediction, test the accuracy of the predictions, and compare the accuracy with that produced by curvilinear multiple regression analysis. (Author)

ED 061 284 TM 001 235

Borman, Karl G.
The Development and Evaluation of a Model for the Teaching of Beginning Shorthand Through the Use of Computer-Assisted Instruction.

Pub Date Apr 72

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Subjects, Comparative Analysis, *Computer Assisted Instruction, Hypothesis Testing, Instructional Technology, Interaction, Item Analysis, Learning Processes, Program Evaluation, *Reaction Time, *Response Mode, *Teaching Models, Teaching Procedures

Identifiers—*Shorthand Course

The model described in this paper for the teaching of beginning shorthand through the use of computer-assisted instruction attempted to prevent incorrect responses from occurring during the acquisition of correct responses to beginning shorthand symbols. (Author)

ED 061 285 TM 001 236

Soares, Louise M. Soares, Anthony T.
Personality and Occupational-Interest Correlates of Disadvantaged Students.

Pub Date Apr 72

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, *Disadvantaged Youth, Educationally Disadvantaged, Health Services, High School Students, *Occupational Aspiration, Office Occupations, Peer Relationship, *Personality Studies, Psychological Characteristics, Sales Occupations, Self Esteem, Service Occupations, *Sex Differences, Statistical Analysis, *Test Results

Identifiers—High School Personality Questionnaire, HSPO, Institute for Personality and Ability Testing, IPAT, *Minnesota Vocational Interest Inventory, MVII

Disadvantaged high school males indicated on the Minnesota Vocational Interest Inventory a preference for service-oriented jobs. Disadvantaged females tended toward office work and selling. On the Jr.-Sr. HSPO form of the IPAT, both groups showed a pattern of personality which can be described as group-dependent, restrained, relatively unfrustrated, self-assured, feeling few obligations, somewhat detached yet self-assured, less oriented to intellectual pursuits, and a tendency toward emotional instability and low-ego strength. The disadvantaged females were significantly differentiated from the males in tough-mindedness and self-reliance. The correlation of these measures was .58, significant at the .01 level. (Author)

ED 061 286 TM 001 237

Uprichard, A. Edward And Others
An Attempt to Modify the Teaching Behavior of Elementary School Interns through the Use of a Theoretical Planning Model.

Pub Date Apr 72

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Behavior Change, *Classroom Observation Techniques, *Educational Planning, Effective Teaching, Elementary School Teachers, Feedback, Individualized Instruction, Instructional Aids, *Models, Program Evaluation, Research Design, Statistical Analysis, Stimuli, Teacher Behavior, *Teacher Interns

Identifiers—FACT, *Functional Analysis of Classroom Tasks

The efficiency of the theoretical planning model FACT for modifying the teaching behavior of elementary school interns is evaluated. Results indicate that FACT may be useful in this regard, and thus may bridge the gap between the instruction received in teacher colleges and the teaching of the graduates. (MS)

ED 061 287 TM 001 238

Williams, John D. And Others
A Comparison of Raw Gain Scores, Residual Gain Scores, and the Analysis of Covariance with Two Modes of Teaching Reading.

Pub Date Apr 72

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Covariance, *Comparative Statistics, Correlation, Data Analysis, Elementary School Students, *Grouping (Instructional Purposes), Inservice Teaching, Mathematical Models, Nongraded Classes, Post Testing, Predictor Variables, Pretesting, *Raw Scores, *Reading Instruction, Reading Tests, Rural Schools, Scores, Teaching Techniques

Identifiers—*Attitudes Toward Reading Inventory, California Reading Test
Two methods of reading instruction (homogeneous grouping and graded classes) are compared for 165 students in 8 rural North Dakota schools by raw gain scores, residual gain scores, and the analysis of covariance. (CK)

ED 061 288 TM 001 239

Smith, I. Leon
Validity of Tests of the Cognitive Processes.

Pub Date Apr 72

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Cognitive Processes, *Cognitive Tests, *Educational Environment, Evaluation Techniques, Exceptional Children, High Schools, Hypothesis Testing, Private Schools, Task Performance, *Taxonomy, *Test Validity

Identifiers—Blooms Taxonomy, *Lorge-Thordike Intelligence Test Level G Form 1, Weschler Intelligence Scale for Children (WISC)

The purpose of this investigation was to test two hypotheses concerning the ability of taxonomic tests of cognitive processes to differentiate the performance of students from varying educational environments in an effort to shed additional light on the construct validity of Bloom's Taxonomy. (Author)

ED 061 289 TM 001 288

Knitting-Machine Fixer, Socks (hosiery) 689.280 - Technical Report on Development of the USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-91R

Pub Date Jun 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Repairmen, Needle Trades, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Knitting Machine Fixer Socks

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 290 TM 001 289
Peeling-and-Coring-Machine Operator 529.886 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-92
 Pub Date Nov 56
 Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Processing Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Peeling and Coring Machine Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 291 TM 001 290
Director, Funeral 0-65.20; Embalmer 0-65.10 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-93
 Pub Date Nov 56
 Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Service Occupations, Service Workers, Test Reliability, Test Validity
 Identifiers—Embalmer, Funeral Director, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard

deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 292 TM 001 291
Cementer 8-57.51 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-94
 Pub Date Mar 57
 Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Aptitude Tests, Construction (Process), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Sealers, Test Reliability, Test Validity
 Identifiers—Cementer, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 293 TM 001 292
Bagger II 9-68.01; Bag Sealer 9-68.30; Packer II 9-68.30; Weigher II 9-68.01 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-95
 Pub Date Dec 56
 Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Processing Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Sealers, Test Reliability, Test Validity

Identifiers—Bagger, Bag Sealer, GATB, *General Aptitude Test Battery, Packer, Weigher

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 294 TM 001 293
Jacobs, Paul I. White, Margaret N.

Transfer of Training in Double Classification Skills Across Operations of Guilford's Structure-of-Intellect Model.

Educational Testing Service, Princeton, N.J.
 Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—RB-71-64
 Pub Date Nov 71
 Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Classification, Cognitive Ability, Comparative Statistics, Curriculum Development, Environmental Influences, *Grade 1, Grouping (Instructional Purposes), Individual Tests, Intelligence, *Learning Processes, Memory, *Models, Post Testing, Pretesting, *Transfer of Training
 Identifiers—*Guilford's Structure of Intellect Model

The present study was undertaken to assess whether training that was known to produce transfer within the Cognition of Figure Relations (CFR) domain of Guilford's Structure-of-Intellect model would also produce transfer to other operations in Guilford's model. Fifty subjects, matched for pretest score on a double classification task, were randomly assigned to either training or control (no training) groups. Within the training group, subjects matched for pretest score were assigned at random to either of two trainers. Training was given both on CFR and NFR (Convergent Production of Figure Relations). Posttests were administered covering CFR, NFR, DFR (Divergent Production of Figure Relations) and ERF (Evaluation of Figure Relations). Training subjects significantly outperformed control subjects in CFR with both taught and untaught logical relations. The two trainers differed in effectiveness. For the better trainer, transfer was obtained within NFR and to EFR, but not to DFR or to Raven's Coloured Progressive Matrices as a measure of CFR. Transfer effects held up three months later. (Author/CK)

ED 061 295 TM 001 294
Pace, C. Robert Milne, Mary
College Graduates: Highlights from a Nationwide Survey.

California Univ., Los Angeles. Center for the Study of Evaluation.
 Pub Date Nov 71
 Note—7p.
 Journal Cit—UCLA Evaluation Comment; v3 n2 Nov 71

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Activities, *Alumni, *Attitude Tests, College Freshmen, College Graduates, Followup Studies, *Graduate Surveys, Higher Education, *Opinions, Questionnaires, Student Experience

Identifiers—*Alumni Survey

A general report of significant and interesting data generated by the CSE Alumni Survey is presented. The survey explored a variety of activities, interests, views, judgments, and experiences of men and women who had graduated from college at mid-century. One section of the questionnaire is related to community affairs, national and state politics, international and intercultural affairs, art, music, education, drama, literature, religion, and science. Other sections consider respondents' awareness of and attitudes toward major social trends, their views on significant social problems, questions concerning benefits they believe they gained from their respective colleges, and about various college memories and satisfactions. General characteristics, activities and interests, opinions and views, and judgments about education are reported. (AG)

ED 061 296 TM 001 295
Proper, Elizabeth C.
Review of Problems of Testing for Homogeneity Prior to Running an ANOVA.

Pub Date Jun 71
 Note—13p.; Paper presented at the Annual Conference of the New England Educational Research Organization, Chestnut Hill, Massachusetts, June 1971

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Analysis of Variance, Hypothesis Testing, *Literature Reviews, Models,

*Research Methodology, Statistical Analysis,
*Testing Problems, Tests of Significance

Texts often suggest running preliminary tests for homogeneity of variance prior to running an ANOVA. While it has been known for some time that most of the suggested tests are probably not appropriate, they are still being used. This paper is a review of the literature in terms of the implications involved in running preliminary tests in general and various ones in particular: Cochran, Hartley, Box and Andersen, Bartlett, Levene. It re-emphasizes the need to attain equal cell sizes and suggests the appropriateness of the Welch test when that is not possible. The paper looks at the difference in assumptions which must be met in the fixed and random effects models, in a one-way design. (Author)

ED 061 297 TM 001 308

Reinhard, Diane L.

Design of a Planning and Assessment System for the Division of Manpower and Institutions. Final Report.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0857

Pub Date 31 Aug 71

Grant—OEG-0-71-4558

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, Educational Planning, *Evaluation, Evaluation Criteria, Evaluation Methods, Personnel Selection, *Planning, *Program Descriptions, Program Design, Program Development, Program Evaluation, *Program Planning, Systems Approach, *Systems Development

This report summarizes the work performed in the project, and introduces the substantive results of the project, which are presented in the form of two separate advocate team reports that propose strategies for a planning and assessment system. The administrative summary consists of five sections: I. Description of Original Proposal and Revised Scope of Work, Including Personnel; II. Selection of Advocate Team Members; III. Orientation Session; IV. Advocate Team Writing Sessions; and V. Recommendations. (Author/DB)

ED 061 298 TM 001 321

Stufflebeam, Daniel L. And Others

Designs for Evaluating R&D Institutions and Programs.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0857

Pub Date 31 Aug 71

Grant—OEG-0-71-4558

Note—194p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Decision Making, Evaluation Criteria, Flow Charts, Measurement Instruments, *Models, Organization, *Program Evaluation, *Program Proposals, *Project Applications, Systems Approach, *Systems Development

This report submitted by Advocate Team No. 1 to the U.S. Office of Education, Division of Research and Development Resources (formerly Division of Manpower and Institutions) presents a proposed evaluation system for R&D institutions and programs. It includes: (1) an organizational framework within which the evaluation system could function; (2) procedures to be followed in implementing the evaluation system; and (3) a set of criteria and related guidelines for use in applying the proposed evaluation approach. (Author/MS)

ED 061 299 TM 001 322

Scriven, Michael And Others

An Evaluation System for Regional Labs and R&D Centers.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0857

Pub Date 31 Aug 71

Grant—OEG-0-71-4558

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Advisory Committees, Decision Making, Evaluation Criteria, *Evaluation Methods, Measurement Goals, Program Budgeting, *Regional Laboratories, Specialists, *Systems Approach, Teamwork, *Vertical Organization

This report submitted by Advocate Team No. 2 to the U.S. Office of Education, Division of Research and Development Resources (formerly Division of Manpower and Institutions) presents a proposed evaluation system for regional labs and R&D centers consisting of a two-tiered panel organization. The tiers are: (1) A Master Panel—a blue-ribbon advisory group chosen from designated specialist groups; and (2) A series of Specialist Panels that submit site-visit and other reports to the Master Panel. (Author/MS)

ED 061 300 TM 001 349

Cypress, Beulah K. DeBlois, Michael L.

School Personnel Utilization Forms: Appendices.

Florida State Univ., Tallahassee. Dept. of Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—18p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

Available from—Not available separately; See TM 001 210

Document Not Available from EDRS.

Descriptors—Diagnostic Tests, Differentiated Staffs, *Educational Accountability, Educational Research, *Formative Evaluation, Measurement Techniques, *Models, Program Effectiveness, *Program Evaluation, *Program Improvement, Questionnaires, Research Methodology, Resource Allocations, School Systems, Staff Utilization

This School Personnel Utilization battery is designed to help evaluate school staffing models (see TM 001 210). The battery itself contains three instruments. A Components Analysis instrument was devised to study the question of comprehensiveness. The second instrument, a Constraints Checklist, was developed to determine the extent to which the model was feasible in regard to certain variables. The third instrument, Profile of School Organizational Characteristics, provided a picture of the applicability of the model. (CK)

ED 061 301 TM 001 469

Nut Sorter I 8-10.25 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-96

Pub Date Dec 56

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Food Processing Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Sorting Procedures, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Nut Sorter

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 302

TM 001 470

Crusher Inspector (Iron and Steel) 619.381; Mill End Inspector (Iron and Steel) 619.381; Mill Inspector (Iron and Steel) 619.381; Pipe and Coupling Sizer (Iron and Steel) 619.381; Pipe Walker (Iron and Steel) 619.381; Thread Inspector (Iron and Steel) 619.687 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-97

Pub Date Feb 57

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Inspection, Job Applicants, *Job Skills, Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, *Steel Industry, Test Reliability, Test Validity

Identifiers—Crusher Inspector, GATB, *General Aptitude Test Battery, Mill End Inspector, Mill Inspector, Pipe and Coupling Sizer, Pipe Worker, Thread Inspector

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 303 TM 001 471

Cold Mill Operator 4-88.018; Hot Mill Operator 4-88.018; Payoff Operator 6-94.821; Rewind Operator 6-94.822; Slitting-Machine Operator II 6-94.205 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-98

Pub Date Mar 57

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Cold Mill Operator, GATB, *General Aptitude Test Battery, Hot Mill Operator, Payoff Operator, Rewind Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

150 Document Resumes

ED 061 304 TM 001 472
Candy-Wrapping-Machine Operator (Confection)
920.885-034 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.
Report No.—TR-S-99
Pub Date Mar 57
Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Food Processing Occupations, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Candy Wrapping Machine Operator, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 305 TM 001 473
Cabinetmaker (Woodworking) 660.280 -- Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.
Report No.—TR-S-100R
Pub Date Jun 70
Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cabinetmaking, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Woodworking

Identifiers—Cabinetmaker, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 306 TM 001 474
Assembler, Automobile 806.887 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.
Report No.—TR-S-101
Pub Date Apr 57
Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Metal Working Occupations, Motor Vehicles, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Assembler Automobile, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 307 TM 001 475
Coff Assembler 6-94.515; Unit Assembler 8-93.41; Unit Assembler 8-94.51 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.
Report No.—TR-S-102
Pub Date May 57

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Air Conditioning Equipment, *Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Coff Assembler, Unit Assembler, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 308 TM 001 476
Electronics Mechanic (Electronics) 726.281 -- Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.
Report No.—TR-S-103R
Pub Date Jun 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Electronics Industry, *Electronic Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Electronics Mechanic, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB),

first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 061 309 TM 001 509
Paper Sorter and Counter 6-41.904; Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.
Report No.—T-S-104
Pub Date May 57

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Paper (Material), *Personnel Evaluation, Sorting Procedures, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Paper Sorter and Counter

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 310 TM 001 510
Employment Clerk 205.368 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.
Report No.—TR-S-105
Pub Date Jun 57

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Clerical Occupations, *Clerical Workers, *Cutting Scores, Employment Services, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Employment Clerk, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard

deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 311 TM 001 539
Power-Plant Operator (any ind.) I 952.782 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-106
 Pub Date Jun 57
 Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Power Mechanics, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Power Plant Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 312 TM 001 540
Bricklayer (const.) 861.381 - Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-107R
 Pub Date Jun 70
 Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Brick Industry, *Bricklayers, Construction Industry, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 313 TM 001 541
Copy Holder (clerical) 209.588; Proofreader (print. & pub.) 209.688 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-108
 Pub Date Jul 57
 Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Clerical Occupations, *Clerical Workers, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Publishing Industry, Test Reliability, Test Validity

Identifiers—Copy Holder, GATB, *General Aptitude Test Battery, Proofreader

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 314 TM 001 542
Pantographer 979.782 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-109
 Pub Date Aug 57
 Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Pantographer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 315 TM 001 543
Insulation-Blanket Maker (aircraft mfg) 809.884 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-110
 Pub Date Sep 57
 Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aerospace Industry, *Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Manufacturing Industry, Norms, Occupational Guidance, *Personnel Evaluation, Production Technicians, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Insulation Blanket Maker

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 316 TM 001 544
Aircraft-and-Engine Mechanic (aircraft mfg; air trans.) 621.281 - Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-111R
 Pub Date Jun 70
 Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Aviation Mechanics, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 317 TM 001 545
Paster (brick and tile) 773.884; Tile Placer (brick and tile) 573.687; Tile Sorter (brick and tile) 573.887 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-112
 Pub Date Dec 57
 Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Brick Industry, *Ceramics, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Unskilled Occupations

Identifiers—GATB, *General Aptitude Test Battery, Paster, Tile Placer, Tile Sorter

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a

continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 318 TM 001 546
Radio Repairman (any ind.) 720.281; Television Service-and-Repairman (any ind.) 720.281 - Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-113R
Pub Date Jun 70
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Radio Technology, *Television Repairmen, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Radio Repairmen

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 061 319 TM 001 547
Accountant (profess. & kin.) 160.188; Auditor (profess. & kin.) 160.188 - Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-114
Pub Date Jan 67
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accountants, *Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Professional Personnel, Test Reliability, Test Validity
Identifiers—Auditors, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are

established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 061 320 TM 001 548
Weaver (asbestos prod.; textile) 683.782 - Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-115
Pub Date Jan 67
Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Carpeting, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Weaver

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 321 TM 001 549
Fruit Sorter (agric. & can. & preserv.; whole tr.) 9-68.60; Cherry Sorter 9-68.60; Olive Sorter 9-68.60; Packer (agric.) 9-68.35; Apple Packer 9-68.35; Cherry Packer 9-68.35; Citrus-Fruit Packer 9-68.35; Plum Packer 9-68.35 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-116
Pub Date Jun 58
Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Off Farm Agricultural Occupations, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Apple Packer, Cherry Packer, Cherry Sorter, Citrus-Fruit Packer, Fruit Sorter, GATB, *General Aptitude Test Battery, Olive Sorter, Packer, Plum Packer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB

norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 322 TM 001 550
Grid Operator 6-98.251 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-117
Pub Date Jun 58
Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, *Electrical Occupations, Evaluation Criteria, Job Applicants, *Job Skills, Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Grid Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 323 TM 001 551
Egg Candler (any ind.) 7-76.110 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-118
Pub Date Jun 58
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Processing Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Egg Candler, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 324 TM 001 552
Hosiery Loper (hosiery) 689.782 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-119

Pub Date Jun 58
Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Clothing, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Unskilled Occupations
Identifiers—GATB, *General Aptitude Test Battery, Hosiery Looper

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 325 TM 001 553

Fireman II 2-63.10 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-120

Pub Date Jun 58

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Fire Fighters, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Service Workers, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 326 TM 001 554

Corn-Cutting-Machine Operator (can. & preserv.) 529.886; Corn-Husking-Machine Operator (can. preserv.) 529.886; Cutter, Machine (can. & preserv.) 529.886 - Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-121

Pub Date Jul 58

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Processing Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Corn Cutting Machine Operator, Corn Husking Machine Operator, Cutter, Machine, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 327 TM 001 555

Cannery Worker (can. & preserv.) 529.886; Cutter, Hand (can. & preserv.) 529.887 - Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-122

Pub Date May 67

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Processing Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Cannery Worker, Cutter, Hand, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 061 328 TM 001 556

Clicking-Machine Operator (boot & show; leather prod.) 6-62.055-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-123

Pub Date Nov 57

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Clicking Machine Operator, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the

general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 329 TM 001 557

Trailer-Tank-Truck Driver (petrol. refin; ret. tr.; whole. tr.) 903.883; Tractor-Trailer-Truck Driver (any ind.) 904.883-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-124

Pub Date Mar 66

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Motor Vehicles, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Truck Driver

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 330 TM 001 558

Transfer Knitter (hosiery) 6-14.063-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-125

Pub Date Sep 58

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Transfer Knitter

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 331 TM 001 559
Welder, Combination (welding) 812.884—Development of USTES Aptitude Test Battery.
 Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-126
 Pub Date May 70
 Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Welders

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 061 332 TM 001 560
Cereal Packer (cereal) 920.887—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-127
 Pub Date Oct 58
 Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Working Women

Identifiers—Cereal Packer, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 333 TM 001 561
Linotype Operator (print & pub.) 650.582—Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-128R
 Pub Date Jun 70
 Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Printing, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Linotype Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 334 TM 001 562
Seamless-Hosiery Knitter (hosiery) 684.885—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-130
 Pub Date Oct 58
 Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Females, Job Applicants, *Job Skills, Males, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Seamless Hosiery Knitter

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 335 TM 001 563
Fork-Lift-Truck Operator (any ind.) 922.883—Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-131R
 Pub Date Jun 71
 Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Motor Vehicles, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Fork Lift Truck Operator, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard

deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 061 336 TM 001 564
Patternmaker, Metal (found.) 5-17.010; Patternmaker, Wood (found.) 5-17.020—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-132
 Pub Date Oct 58
 Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Metal Working Occupations, Norms, Occupational Guidance, *Patternmaking, *Personnel Evaluation, Test Reliability, Test Validity, Woodworking

Identifiers—GATB, *General Aptitude Test Battery, Patternmaker

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 337 TM 001 565
Firesetter (elec. equip; electronics) 692.380—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-133
 Pub Date Nov 58
 Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Males, *Mechanical Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Firesetter, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 338 TM 001 567
Production-Machine Operator (mach. shop)
609.885-Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-135
 Pub Date Nov 66
 Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Production Machine Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 061 339 TM 001 568

Luggage-Hardware Assembler (hardware) 6-93.404-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-136
 Pub Date Nov 58

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Luggage Hardware Assembler

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 340 TM 001 569

Waxed-Bag-Machine Operator (paper goods) 649.885-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-139
 Pub Date Nov 58

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job

Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Waxed Bag Machine Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 341 TM 001 570

Presser, Hand (any ind.) 7-57.501; Silk Finisher, Hand (clean. dye & press) 7-57.501-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-138
 Pub Date Nov 58

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Working Women

Identifiers—GATB, *General Aptitude Test Battery, Hand Presser, Silk Finisher

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 061 342 TM 001 571

Water Filterer (waterworks) 7-54.621-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—TR-S-139
 Pub Date Dec 58

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Quality Control, Test Reliability, Test Validity, Water Resources

Identifiers—GATB, *General Aptitude Test Battery, Water Filterer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability;

Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

UD

ED 061 343

UD 012 157

Barker, Anna E. And Others

Evaluative Report on the Educational Component of the Atlanta Model Cities Program. Research and Development Report, Volume 5, Number 5, October 1971.

Atlanta Public Schools, Ga.

Pub Date Oct 71

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Attendance Services, Communication Skills, Community Schools, *Compensatory Education, Dropout Prevention, *Educational Programs, Extended School Day, Preschool Programs, *Program Evaluation, Public School Adult Education, Pupil Personnel Services, Urban Education

Identifiers—Atlanta, Georgia, *Model Cities Program

The Educational Component of the Model Cities Program was designed to meet the needs stated by the residents of the Model Neighborhood Area to increase attendance and achievement of students, decrease dropouts, provide some day care services, and lower adult illiteracy and unemployment. Basically, the strategy employed to meet these needs was to offer an educational program that was both attractive and relevant to the residents. The Preschool Program provides both day care service and increasing achievement. The Extended Day Activities appear to be accounting for an additional increase in attendance above that created by the rest of the Model Cities Projects. The Communication Skills Laboratories are increasing the abilities to communicate and understand communication in Model Neighborhood Area students who were even more deficient than their peers to begin with. The Community Schools have provided a range of innovative classes, from those classifiable as enrichment through those that are vocationally oriented. The pupil service provided under the heading of Teacher Pupil Services was that offered by the social workers and attendance aides whose primary objective is to increase attendance. (Author/JM)

ED 061 344

UD 012 158

Brace, C. Loring, Ed. And Others

Race and Intelligence.

Pub Date 71

Note—78p.; Anthropological Studies No 8

Available from—American Anthropological Association, 1703 New Hampshire Avenue, N.W., Washington, D.C. 20009 (\$3.35)

Document Not Available from EDRS.

Descriptors—Cognitive Development, Cultural Factors, Genetics, Heredity, *Intelligence Differences, Intelligence Factors, *Intelligence Tests, Mathematical Models, Prenatal Influences, *Racial Differences, Statistical Analysis, Test Bias, *Testing Problems

Identifiers—*Jensen (Arthur R)

Contents of this book include: an introductory preface by C. Loring Brace; "Introduction to Jensenism," C. Loring Brace; "Can we and should we study race differences?" Arthur R. Jensen; "Intelligence in Black and White," Alexander Alland, Jr.; "Whose is the failure?" Vera John; "The influence of conceptual rule-sets on measures of learning ability," Rosalie Cohen; "Genetic and environmental components of differential intelligence," Thomas G. Gregg and

156 Document Resumes

Peggy R. Sanday; and, "On creeping Jensenism," C. Loring Brace and Frank B. Livingstone. (JM)

ED 061 345 UD 012 160

Nakahara, Vernon K.
Court Decisions in Key Areas of School Desegregation.

California Univ., Riverside. Western Regional School Desegregation Projects.

Pub Date [71]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Grouping, Court Litigation, Defacto Segregation, Educational Opportunities, Equal Education, Federal Aid, *Free Choice Integration Programs, *Integration Litigation, Integration Methods, *Integration Plans, Integration Readiness, Public Schools, *School Integration, Supreme Court Litigation, Teacher Integration

What the legal responsibilities are surrounding school integration, and areas of desegregation in which the courts themselves appear to be unsure and confused can be determined by examining the numerous court decisions on problems related to school desegregation. It seems clear that delays under the "all deliberate speed" doctrine, or by other means, will no longer be permissible. Staff and teacher desegregation is mandatory in most school districts undertaking to desegregate their schools. "Freedom-of-choice" plans, as a tactic to delay or as a desegregation plan, are no longer considered as realistic means of achieving meaningful school desegregation. Financial assistance will no longer be given to those districts which fall below the minimum standards set by the Department of Health, Education and Welfare. Ability grouping, although not concretely decided upon yet, will not be sustained, as declared in the "Hobson v. Hansen" case. More and more courts are recognizing the right to transfer. Finally, in the de facto segregation area, although not decided upon by the Supreme Court yet, many lower court decisions have suggested a strong trend toward requiring school officials to desegregate their schools, even if the segregation is caused by factors outside the jurisdiction of school authorities. (Author/JM)

ED 061 346 UD 012 161

[Issues in Desegregation.]

California Univ., Riverside. Western Regional School Desegregation Projects.

Pub Date [71]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, Changing Attitudes, Court Litigation, *Educational Opportunities, Educational Quality, Equal Education, *Integration Effects, Integration Litigation, *Integration Methods, Longitudinal Studies, *School Integration, Self Esteem, *Urban Schools

Identifiers—California, New York

Contents of this series of reports include: (1) "Issues in Desegregation," emphasizing that equality of educational opportunity is a basic legal and societal requirement to which other concerns, such as neighborhood schools, achievement levels, or busing are extraneous; (2) "The impact of recent Supreme Court decisions on achieving equal educational opportunity"; (3) "What specifically can integration give the minority child that he cannot get in a segregated school?" documents the achievement gains and positive attitude change that can occur in minority group students following school integration, using the case of Sacramento, California; (4) "What can integration offer the minority child," emphasizes that equal educational opportunities cannot be realized in segregated school systems; (5) "White Plains public schools report," reports the nation's first six-year longitudinal study of elementary grade pupils' achievement and progress in reading and arithmetic before and after school integration; (6) a review of the evidence that integration does not adversely affect the achievement of white majority students; (7) "How can children retain a sense of ethnic identity and individual self-worth in an integrated classroom?"; and, (8) "White children in the desegregation process." (JM)

ED 061 347 UD 012 162

Deslonde, James L. Flach, Elisabeth G.

Beyond Desegregation: Problem Solving in Two Elementary Schools.

California Univ., Riverside. Western Regional School Desegregation Projects.; California Univ., Santa Cruz.

Pub Date Nov 71

Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Change, Elementary Schools, Integration Methods, *Problem Solving, Racial Attitudes, *School Integration, Social Attitudes, Student Teacher Relationship, Student Teachers, *Teacher Attitudes, *Teacher Education, Teacher Seminars

Identifiers—*California, Civil Rights Act of 1964 Title IV Programs

The Laboratory School-Teacher Education Module, funded under Title IV of the 1964 Civil Rights Act, is designed to use the situation of the integrated school as a laboratory for the study of problems of desegregation, with emphasis placed on the process of helping the entire staff of schools in transition to become involved in identifying and analyzing the problems and working toward their solutions. To carry this out, the Laboratory School staff during the year 1970-71 attempted to create forums and dialogues designed to assess school needs as seen by parents, interested community groups, and school and university personnel, and to develop and initiate programs designed to meet those needs. University of California at Riverside (UCR) students and teachers attended the Laboratory School workshops designed to meet specific needs of teachers in two Riverside elementary schools. In some cases, cooperating teachers and their UCR student teachers worked together in establishing innovations such as personalized reading programs with special attention to meeting needs of the ethnically different child. In essence, the Laboratory School activities constitute a "case study," the tracking of which is best done by close attention to the interrelated attitudes and goals of all participants. (Author/JM)

ED 061 348 UD 012 163

Brierly, Miriam G. Robinson, Barbara

Language Development Component; Primary Unit 1970-71. Evaluation Report.

Columbus Public Schools, Ohio.

Pub Date [71]

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Communication Skills, *Compensatory Education Programs, Educational Diagnosis, Individualized Instruction, Inservice Programs, *Language Development, Listening Comprehension, Parent Participation, *Primary Grades, *Program Evaluation, Teacher Education

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Ohio

The Primary Language Development Component, funded under Title I of the 1965 Elementary Secondary Education Act, served 3150 pupils, kindergarten through grade three. The purpose of the Columbus Public Schools in planning the language component was based on the assumption that the language of disadvantaged children prevents their dealing successfully with the school program. The Language Development Component was designed to extend the communicating skills of speaking, listening, reading, and writing so that component participants might attain the educational level appropriate for children of their age and grade level. The program was implemented directly through special instructional services and activities in the language skill areas. Other efforts to achieve the program goal were directed toward home and parent involvement, and toward in-service programs for component teachers. Language development units established in eligible elementary schools consisted of three or four regular kindergarten or primary classroom teachers and one language development teacher. Each unit served up to 35 children, for approximately 60 minutes per day, 5 days a week. Two to four such units functioned in each school. (Author/JM)

ED 061 349 UD 012 164

Chamberlain, Ed.

1970-71 Language Development; Intermediate and Secondary. Final Report.

Columbus Public Schools, Ohio.

Pub Date [71]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Comprehension Development, Inservice Programs, Intermediate Grades, *Language Development, Parochial Schools, *Program Evaluation, Public Schools, *Remedial Reading, Secondary Grades, Underachievers, Vocabulary Development

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Ohio

The main emphasis of the Title I ESEA Intermediate and Secondary Language Development Component was to help raise the reading level of pupils who were above 80 in measured intelligence but who were achieving at least one year below grade level in reading level in reading skills on standardized tests. In addition, the Intermediate and Secondary Language Development Component included an extensive in-service program for both staff improvement and program development. The component served 23 public elementary schools, four non-public elementary schools, and nine public high schools. Fourteen hundred and fifty-eight pupils were originally enrolled in the component, and 1367 were enrolled at the end of the component. The teachers conducted small group sessions, with the average group size being eight pupils, approximately every school day for 50 minutes. The maximum teacher load at any one time during the year was 35. The pupils also attended regular classes and were encouraged to extend their reading skills in the regular classroom. Activities in the program concentrated on the following areas: motivation, motor activities, visual discrimination, auditory perception, listening, sight vocabulary, word analysis, comprehension, phonics, and study skills. (Author/JM)

ED 061 350 UD 012 165

Robinson, Barbara

1969-70 Pre-kindergarten; Final Report: 1970

Summer Pre-kindergarten.

Columbus Public Schools, Ohio.

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Compensatory Education Programs, Inner City, Language Development, Low Income, Number Concepts, Parent Participation, Parent Teacher Conferences, *Preschool Programs, *Program Evaluation, Reading Readiness, *Summer Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Ohio

The Pre-Kindergarten Program was established as a part of the Language Development Program (funded under Title I of the 1965 Elementary Secondary Education Act) which is intended to increase the language facility of low income Columbus children. The pre-kindergarten child should leave the program feeling important and unique and should have gained language, social, and motor skills which enable him to be successful in kindergarten and first grade. The curriculum of the program was developed by the classroom teachers and social workers in the program. It included instruction in vocabulary development, social growth, gross-and-fine-motor coordination development, number concept development, music, art, and literature. The involvement of parents in the program was considered essential. Parents were encouraged to visit the classroom for observation and conferences with teachers. The teachers visited in the home to discuss the child's progress with the parents. There were 659 pupils enrolled at some time during the year and 487 remained during the entire year. Each child attended school for four half-day sessions per week. Each session accommodated between 12 and 18 pupils. The primary evaluation instrument was the "Betty Caldwell Pre-School Inventory." (Author/JM)

ED 061 351 UD 012 166

Robinson, Barbara

1970-71 Pre-Kindergarten and 1971 Summer

Pre-Kindergarten. Final Report.

Columbus Public Schools, Ohio.

Pub Date [71]

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Community Involvement, *Compensatory Education Programs, Language Development, Parent Participation, Perceptual Development, Prereading Experience, *Preschool Programs, *Program Evaluation, Reading Readiness, *Summer Programs, Vocabulary Development

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Ohio

The Pre-Kindergarten Component, part of the Language Development Component funded under Title I of the Elementary Secondary Education Act of 1965, served 677 four-year-olds in 21 Title I schools. The design of the component was based on the assumption that many pre-school disadvantaged pupils have underdeveloped potential in many areas necessary for success in early grades. These are areas such as oral language, vocabulary, visual perception, and auditory discrimination. Each classroom was staffed by a teacher, teacher assistant, and community volunteers to work with 15 children at each session, one morning and one afternoon, five days each week. The component also included health care and parent meetings. Inservice training included consulting concerning strategies for teaching pre-reading skills to four-year-olds. The curriculum included activities with toys and games, sociodramatic play, and outdoor equipment. These activities were designed to stimulate the child's senses, help develop extended, more accurate language, and develop enthusiasm for learning. The evaluation strategy was constructed around pre- and post-testing with the Bettye Caldwell Preschool Inventory, which indicates whether progress was made in the development of the child's perceptual abilities and oral language skills related to the school environment. (Author/JM)

ED 061 352 UD 012 167

Rodasky, Robert J.

1969-70 Language Development; Intermediate and Secondary. Final Report.

Columbus Public Schools, Ohio.

Pub Date [70]

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Compensatory Education Programs, Educational Diagnosis, Intermediate Grades, *Language Development, *Program Evaluation, *Reading Programs, Reading Tests, Remedial Reading, Secondary Grades, Student Attitudes

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Ohio

The Intermediate and Secondary Language Development Component, funded under Title I of the 1965 Elementary Secondary Education Act, has the following objectives: (1) to help the underachieving pupil, grades four to 12, improve his reading achievement; (2) to help the intermediate level (grades four to six) underachieving pupil to become more successful in his regular reading class work; and, (3) to help the intermediate level underachieving pupil develop more positive motivations toward reading. Thirty public schools of the Columbus Public School District and four Diocesan schools were served by this component. The curriculum included numerous activities under the categories of motivation, motor activities, visual discrimination, auditory perception, listening, sight vocabulary, word analysis, comprehension, phonics, and study skills. There was consultation with classroom teachers about individual pupils. Pupil selection was made on the basis of a comparison of obtained versus expected reading scores on the Gates-MacGinitie Reading Test—for fourth graders, or the Nelson Reading Test, for fifth or sixth graders. The 35 pupils who demonstrated the largest discrepancy and who were also below age level were selected for further diagnosis and instruction. (Author/JM)

ED 061 353 UD 012 168

Rodasky, Robert

1970-71 Basic Mathematics Improvement Component. Final Report.

Columbus Public Schools, Ohio.

Pub Date [71]

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Educational Diagnosis, Individualized Instruction, Inservice Teacher Education, Intermediate Grades, *Mathematics Curriculum, *Mathematics Instruction, Parochial Schools, *Program Evaluation, Public Schools, Remedial Mathematics, Secondary Grades

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Ohio

The Basic Mathematics Improvement Component, funded under Title I of the 1965 Elementary Secondary Education Act, served nearly 800 pupils in grades four through nine in 20 high pri-

ority inner-city schools. The philosophy behind the program was that high achievement in mathematics correlates highly with the high achievement in other areas, and a person who achieves high in mathematics has two-thirds of the semi-skilled jobs open to him. The component was designed to raise the level of achievement in mathematics of students who were above 80 in IQ but were achieving at least one year below grade level in mathematics on a standardized test. Each component public school was staffed by a certified teacher and each component parochial school had a part-time certified teacher. Supervision was maintained by a teacher coordinator. The teacher was to meet with small groups of students—four to eight pupils—for approximately 45 minutes a day, four days a week. On the fifth day, the teacher either attended in-service meetings or met individually with students. The maximum number of pupils per teacher during the year was 35. The pupils also attended their regular classroom mathematics program. Component instruction was individualized according to the needs of the individual pupils. (Author/JM)

ED 061 354 UD 012 169

Rodasky, Robert

1969-70 Basic Mathematics Improvement Component; Regular School Year and Summer School. Final Report.

Columbus Public Schools, Ohio.

Pub Date [70]

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Educational Diagnosis, Individualized Instruction, Intermediate Grades, Mathematics Curriculum, *Mathematics Instruction, Parochial Schools, *Program Evaluation, Public Schools, Remedial Mathematics, Secondary Grades, Underachievers

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Ohio

The Basic Mathematics Improvement Component, funded under Title I of the 1965 Elementary Secondary Education Act, has the following objectives: (1) to help the underachieving mathematics pupil make satisfactory progress toward raising his level of grade placement in mathematical computation, concepts, and applications; (2) to help the underachieving mathematics pupil become successful in his regular classroom work; and (3) to help the underachieving mathematics pupil develop more positive motivations toward mathematics. Mathematics improvement classes met on a regular basis throughout the 39-week school year in each of the participating schools. Pupils met in small groups of four to eight pupils on an average of four 45-minute periods per week. Component pupils continued to participate in their regular mathematics classes. Pupils were selected by the various mathematics improvement teachers. Regular classroom teachers recommended pupils who experienced difficulty in their classrooms in mathematics and were likely to benefit from additional help. Seventeen public schools of the Columbus Public School District and three diocesan schools were served by this component. (Author/JM)

ED 061 355 UD 012 171

Zigler, Edward

Children's Needs in the 70's: A Federal Perspective.

Office of Child Development (DHEW), Washington, D.C.

Pub Date 4 Sep 71

Note—18p.; Paper presented at the American Psychological Association Conference, Washington, D.C., September 4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care, Child Development, Child Development Centers, Childhood Needs, Compensatory Education Programs, Day Care Programs, *Federal Programs, Intervention, Parent Participation, *Preschool Programs, *Program Development, *Program Evaluation, Social Development

Identifiers—*Project Head Start

A national indifference to children is indicated by the system of foster child care and by the treatment of mental retardates. Another manifestation is the attack on Head Start. Criticism based on the program's failure to raise standardized intelligence or aptitude scores is misplaced. Head Start is a broad developmental pro-

gram having many components. Approximately 40 percent of children coming to Head Start centers have an identifiable physical defect. Over 75 percent have had their defects treated. The author asserts he is proud to have been one of the architects of Head Start, for which was enunciated the principle of parent participation. Through such participation, one sees parents getting a new sense of dignity and a new sense of being able to control their own destiny and that of their children. In 58 communities where Head Start was available, it changed their health and education delivery system. Head Start is directed toward improving the social competence of the child, rather than toward massive IQ changes. The children's centers of the seventies should provide both a variety of services for children on a full-day rather than half-day basis, and the means for mixing children of different socioeconomic groups. [Due to the quality of the original, this document will not be clearly legible.] (Author/JM)

ED 061 356 UD 012 174

Weaknesses in School Districts' Implementation of the Emergency School Assistance Program.

Comptroller General of the U.S., Washington, D.C.

Pub Date 29 Sep 71

Note—82p.; Report to the Select Committee on Equal Educational Opportunity of the United States Senate on program administered by the Dept. of Health, Education, and Welfare

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Educational Opportunities, Elementary Schools, Equal Education, Federal Aid, Federal Legislation, *Federal Programs, Financial Support, Integration Methods, *Program Evaluation, *School District Spending, *School Integration, School Surveys, Secondary Schools

Identifiers—*Emergency School Assistance Program

The Emergency School Assistance Program provides grants to school districts to defray the costs of meeting special problems arising from the desegregation of elementary and secondary schools. This report deals with the second of two phases of the review of this program, made at 28 of a sample of 50 participating school districts. The objective of the second phase was to find out whether the school districts were: (1) accomplishing the program activities as described in their program applications; (2) using their grant funds to defray the costs attributable to special problems arising from the desegregation of their schools; and, (3) complying with the program's regulations and with the assurances concerning program activities stated in their applications. The records of the school districts and selected schools within the district relating to their program grants were examined, and the findings were discussed with school district officials, school principals and teachers, members of the biracial and student program advisory committees, and officials of the Department of Health, Education, and Welfare. (Author/JM)

ED 061 357 UD 012 176

Fellows, Donald Keith

A Monak of America's Ethnic Minorities.

Pub Date 72

Note—227p.

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, N.Y. 10016 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Acculturation, American Indians, Chinese Americans, Chinese Culture, *Cultural Background, *Ethnic Distribution, *Ethnic Studies, Immigrants, Japanese American Culture, Japanese Americans, Mexican Americans, Minority Groups, *Minority Role, Negroes, Puerto Rican Culture

In this approach to an understanding of America's ethnic minorities, the most important concern is with the interaction between these various culture groups and the dominant, white society. Six of America's principal ethnic minorities have been considered: blacks, Mexicans, Indians, Chinese, Japanese, and Puerto Ricans. In each case the same procedure was followed to determine the roles they have played in the development of today's American culture. The material presented is to be considered as a "starting point" for one who is interested in further research. The line of inquiry was set up in this manner: firstly, the historical and cultural background of the minority

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was covered briefly; secondly, what were the circumstances under which the ethnic group first came to America, and then spread out?; thirdly, what is their religious background?; fourthly, what are the signs of the visible imprint of this ethnic minority and its culture elements upon the culture and cultural landscape of the United States?; and, finally, what role will this ethnic minority play in the future economic, political, social, and religious life of the United States? (Author/JM)

UD 012 177

ED 061 358
Thomas, Alexander Sillen, Samuel
Racism and Psychiatry.

Pub Date 72

Note—185p.

Available from—Brunner/Mazel, Inc., 64 University Place, New York, N.Y. 10003 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Black Community, Health Services, *Negroes, *Psychiatry, Race Relations, Racial Balance, Racial Discrimination, Racial Integration, Racial Segregation, *Racism

White racism has influenced theory and practice in psychiatry and allied fields. Psychiatrists have largely ignored the interactionist approach, as expounded by Sullivan and Rush, in analyzing Negroes within their respective societies. Rather, in the vein of Freudian preoccupation with unconscious motivation, abnormal behavior and what is considered innate individual differences, psychiatrists have arrived at broad generalizations of individual and group behavior based on past histories and present conditions of mentally disturbed, maladaptive patients. Psychiatrists have drawn upon theories of genetic, physiological, and psychological determinism to reinforce the myth of black inferiority. The mental health professions must reexamine the impact of racist thinking, past and present, on the disciplines dealing with human behavior—especially psychiatry. They must do some basic rethinking in areas such as recruitment and training of black psychiatrists, the referral procedure of white psychiatrists, research, and upgrading of patient services in the black community. (Author/SB)

UD 012 178

ED 061 359
Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity, Part 21—Metropolitan Aspects of Educational Inequality. Hearings Held Washington, D.C., November 22, 23, 30, 1971.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date [Dec 71]

Note—530p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$2.25)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Bus Transportation, Civil Rights, Educational Finance, *Educational Opportunities, Equal Education, *Housing Needs, Housing Patterns, *Integration Methods, *Metropolitan Areas, Minority Groups, *Regional Planning, School Community Relationship, School Integration, Urban Education

Identifiers—Florida

Contents of these hearings include the testimony of the following witnesses, as well as materials appended as pertinent to the hearings: (1) Lloyd Lewis, Jr., Chairman, Dayton City Planning Board and member of the Miami Valley Regional Planning Commission's Housing and Human Resources Advisory Committee; (2) Dale F. Bertsch, Executive Director, Miami Valley Regional Planning Commission, Dayton, Ohio; (3) Martin E. Sloane, Acting Deputy Staff Director, U.S. Commission on Civil Rights, accompanied by Caroline Davis, Chief, Education Division, and Karen Krueger, Chief, Housing Division; and, (4) William L. Taylor, Director, Center for National Policy Review, Catholic University Law School. Appended materials include: (1) "A regional housing plan: The Miami Valley Regional Planning Commission Experience," Dale F. Bertsch and Ann M. Schafar, reprinted from "Planners Notebook"; (2) "Home ownership for lower income families: a report on the racial and ethnic impact of the Section 235 program, June 1971," a report of the Commission on Civil

Rights; and (3) "Bok Gooi, Hok Gooi and T'ang Jen: or, Why there is no National Association for the Advancement of Chinese Americans," Tom Wolfe, from the New York Magazine. (JM)

UD 012 180

ED 061 360
Compensatory Education 1970-71. Program Description and Evaluation: Elementary and Secondary Education Act Title I.

California State Dept. of the Youth Authority, Sacramento.

Pub Date Dec 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, *Delinquent Rehabilitation, Delinquents, Educationally Disadvantaged, Low Achievers, *Program Evaluation, Rehabilitation Programs, *Remedial Instruction, Remedial Mathematics, Remedial Programs, Remedial Reading

Identifiers—*California, Elementary Secondary Education Act Title I Program

The Compensatory Education Program for Educationally Deprived Children in the California Youth Authority was initiated in the summer of 1967, as a Title I program for delinquent children in institutions funded under Public Law 89-750 which amended P.L. 89-10. Responsibility for evaluation of ESEA programs is vested in the Educational Research Section, in the Department of Youth Authority, Division of Research and Development. The Language Development Component had objectives which varied from school to school: these included raising the vocabulary and reading comprehension achievement for wards. The Mathematics Component attempted to remediate the severely retarded mathematics achievement of wards, and was assessed using gains in the computational scale of the California Test of Basic Skills. The auxiliary services component included the Aide Training Program, Job Placement Service, Santa Clara Liaison, Nelles Typing, School Psychologists, Libraries, and Adaptive Physical Education. A very high proportion of the training activities reported in the Staff Development Component included a discussion of program development, with teaching techniques, subject matter, and administrative being the three next most frequent activities, in that order. (Author/JM)

UD 012 181

ED 061 361
Upward Bound. Program Objectives, Summer 1971.

Wesleyan Univ., Middletown, Conn.

Pub Date 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, *College Bound Students, *College Preparation, Compensatory Education Programs, *Disadvantaged Youth, Educational Diagnosis, High School Students, Motivation, Motivation Techniques, Program Content, Program Descriptions, *Program Development, Summer Programs

Identifiers—*Upward Bound

The primary program objectives were as follows: (1) The students will achieve passing grade in the college preparation program; (2) The students will achieve one year academic growth each year as measured by the SCAT and other standardized measurements; (3) The students will achieve the minimum PSAT percentile rank as anticipated for college entrance requirements; and, (4) Each student will achieve acceptance by a college or university. The activities of the Wesleyan Upward Bound Great Hollow Wilderness School are used as vehicles for "Motivational Ignition." A student's success at extending his physical, emotional, and psychological limits through these experiences, at various instances and to various degrees, will ignite motivation by increasing self-confidence, self-esteem, efficacy, and other desirable attitudes. The Upward Bound Summer Program represents a concerted effort to identify precisely what students are expected to achieve and to communicate this to students prior to the initiation of course work. (Author/JM)

UD 012 182

ED 061 362
Hunger and the Reform of Welfare: A Question of Nutritional Adequacy.

Congress of the U.S., Washington, D.C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Feb 72

Note—73p.; Committee Print, Senate Select Committee on Nutrition and Human Needs

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Disadvantage, Federal Aid, Federal Government, *Federal Legislation, Federal Programs, *Hunger, *Nutrition, Policy Formation, *Poverty Programs, Public Policy, *Welfare Problems, Welfare Recipients, Welfare Services

Identifiers—Federal Surplus Foods Program, Food Stamp Program

The purpose of this report is to review the history of the commitment to ensure nutritional adequacy for all American families during the last several years, and to study the relationship between proposed welfare reform measures and that commitment to nutritional adequacy. A specific proposal, H.R.1, eliminates food stamps, the Nation's primary antihunger program, as a form of a food assistance for families choosing to take part in the new welfare program. The Food Stamp Program is eliminated through the mechanism of a so-called "cash-out" provision in H.R.1. That is, the bonus food stamp benefits formerly provided in food coupons may now, if a State so chooses, be provided to families in cash at levels in effect in January 1971. Additionally, under H.R.1, participating families will remain eligible for the Federal Surplus Foods Program, if such a program exists in their area. The elimination of the Food Stamp Program in the form of a "cash-out" raises many questions regarding the national commitment, expressed by the President, the Congress, and the people at large, to end hunger and malnutrition among poor families in America. (Author/JM)

UD 012 183

ED 061 363
Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, First Session on Nutrition and Human Needs. Part 10—Micronutrient Supplements for School Lunch Program. Hearings Held Washington, D.C., December 7, 1971.

Congress of the U.S., Washington, D.C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Dec 71

Note—82p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dietetics, Federal Aid, *Federal Programs, Food Service, Food Service Industry, Foods Instruction, *Food Standards, Health Needs, Health Programs, Hunger, *Lunch Programs, *Nutrition, Nutrition Instruction, Student Needs

Identifiers—School Lunch Program

Contents of these hearings include the statement and testimony of the following witnesses: (1) Alan Young, Research Administrator, Research and Development Division, A. H. Robins Co.; Chairman, Board of Directors, Vitamin Information Bureau; (2) Dr. Joseph M. White, Nutritional and Medical Consultant, Miles Laboratories; (3) Dr. George Briggs, Professor of Nutrition, University of California at Berkeley; (4) Dr. George G. Graham, Professor of Nutrition and Associate Professor of Pediatrics, The Johns Hopkins University; and, (5) Dr. Cornelius J. O'Donovan, Vice President and Chief Scientific Officer, Miles Laboratory. Appended materials include: (1) Table on composite of dietary intake surveys, published 1950-1968; (2) Joint industry findings on the nutrition status of the U.S. population; (3) Analysis of the need for dietary supplements among children, based on the latest report on the nutrition survey; and, (4) news items from the "Des Moines Tribune," the "Baltimore Sun," the "Montgomery (Ala.) Advertiser," and the "Washington Post." (JM)

UD 012 184

ED 061 364

Kobrin, David
The Black Minority in Early New York.
New York State Education Dept., Albany. Office of State History.

Pub Date 71

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, *Colonial History (United States), Dutch Culture, Negroes, *Negro History, Racial Attitudes, *Racial Discrimination, Racism, Revolutionary War (U-

nited States), *Slavery, United States History, Urban Culture, Urban Immigration, Urban Studies

Identifiers—*New York

Contents of this booklet include the following chapters: (1) Dutch New York: urbane, but not tolerant; (2) How and why Africans came to New York; (3) The largest slave population north of the plantations; (4) Defining the relationship: restrictive legislation; (5) White attitudes toward the black minority: rationale for discrimination; (6) White attitudes toward the black minority: fear; (7) The slave's response to his condition; (8) The influence of the American Revolution; and, (9) The conservative reaction. A list of suggested follow-up reading is also included. (JM)

UD 012 188

Jennings, Jerry T. Johnson, Charles E., Jr.
Educational Attainment: March 1971. Current Population Reports.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No.—Ser-P-20-229

Pub Date Dec 71

Note—36p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Caucasians, *Census Figures, *College Attendance, Demography, Females, Geographic Distribution, *High School Graduates, Incidence, Income, Males, *National Surveys, Negroes, Occupations, Statistical Surveys

The 1971 findings presented here are based on the March 1971 Current Population Survey conducted by the Bureau of the Census. The educational data presented in this report relate to the number of school years completed by the population and do not provide any information on the quality of the education received. It has been found that the proportion of the adult population who had completed at least a high school education increased by 16 percentage points during the decade of the 1960's to 60 percent. This increase was slightly greater for men than for women. The proportion of Negro adults who had completed at least a high school education was 40 percent in 1971 as compared with 24 percent in 1960, about a two-thirds increase. The comparable figures for whites were 62 percent and 45 percent, respectively, or a one-third increase. Among younger persons who would have more recently completed their high school studies, those 20 to 29 years old, the proportion who had completed at least a high school education increased between 1960 and 1971 from 65 percent to 82 percent for whites, and from 40 percent to 62 percent for Negroes. In addition, the proportion of high school graduates 20 to 24 years old who had completed some college also increased for both Negroes and whites over the past decade. (Author/JM)

UD 012 189

Connelly, Joseph J.
Austin Area Project. The Pupil Busing Program in District Four: A Fourth Report.

Pub Date Aug 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Bus Transportation, Caucasian Students, Elementary School Students, *Integration Effects, Integration Methods, Integration Plans, Negro Students, Parent Attitudes, *School Integration, Secondary School Students, Student Attitudes, Teacher Attitudes, *Transfer Programs

Identifiers—*Illinois

This is a fourth in a series of reports concerning the progress of the busing program in District Four, Chicago, Illinois, covering the school year of September 1970-June 1971. The four purposes of the plan as originally stated are as follows: (1) to relieve serious overcrowding at the May and Spencer Schools; (2) to promote stabilization through the Austin Area; (3) to increase desegregation in District Four; and, (4) to improve the educational experiences of all children. It has been found that black pupils integrated into classes with white pupils have achieved at a higher level academically than do their counterparts who remain in the segregated schools. White pupils did not suffer any loss in academic achievement as a result of the busing program.

Principals and teachers in schools receiving black pupils believe that the busing program has demonstrated positive educational results. White children from segregated white classes have gained in achievement at a normal rate after the busing program (integration) has been effected. Black children continued to gain (academically) at a lower rate of achievement in segregated black classes when they remained in such classes. (Author/JM)

UD 012 192

Greeley, Andrew M.

Why Can't They Be Like Us? Facts and Fallacies About Ethnic Differences and Group Conflicts in America. Pamphlet Series, Number 12.

American Jewish Committee, New York, N.Y.

Pub Date Apr 69

Note—86p.

Available from—Institute of Human Relations Press, The American Jewish Committee, 165 East 56 St., New York, N.Y. 10022 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Acculturation, Demography, Ethnic Distribution, Ethnic Grouping, *Ethnic Groups, Ethnic Origins, Ethnic Relations, Ethnic Stereotypes, *Ethnic Studies, *Group Relations, Group Unity, Minority Groups, *Religious Cultural Groups, Social Change, Social Class, Social Integration, Social Structure, Socioeconomic Status

This book focuses on a position contrary to the melting pot theory: namely, that group identity persists in America today. Discussed are the nature of ethnicity, the origins of various ethnic groups, the assimilation rate of ethnic groups, competition between ethnic groups, group differences, and the future of ethnic groups. The author distinguishes between cultural and structural assimilation, presents a thesis for the developmental process which may be common to all ethnic groups, and concludes by suggesting new ways in which American politics may deal with the problem of ethnicity in the next decade. (SB)

UD 012 193

ED 061 368
Motivation and Education of Disadvantaged Pupils. Report of the Institute for Teachers of Students with Special Needs.

North Carolina Agricultural and Technical State Univ., Greensboro.; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Aug 70

Note—194p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Changing Attitudes, *Compensatory Education Programs, *Disadvantaged Youth, Motivation Techniques, Poverty Programs, *Program Development, Remedial Teachers, School Community Relationship, Student Attitudes, Student Teacher Relationship, *Summer Institutes, Teacher Attitudes, Teacher Education, Teaching Methods

Identifiers—*North Carolina

This report of the Institute for Teachers of Students with Special Needs, held July 20-31, 1970, represents major presentations and content of the Institute. Several sessions were devoted to group discussions, panels, demonstrations, field trips, and small group activities. The major objectives of the institute were: (1) to provide a setting for identification and discussion of problems and issues that are inherent in developing programs and teaching disadvantaged students; (2) to develop an understanding of and empathy and appreciation for disadvantaged pupils; (3) to determine changes in programs for disadvantaged students in North Carolina communities that should be made in light of changing technology, teaching methods, and community patterns; (4) to generate a meaningful dialogue between teachers of disadvantaged pupils and other leaders in occupational and general education on current issues and problems affecting programs for disadvantaged pupils, with implications for effective program development in North Carolina communities; and, (5) to determine how resources within and external to the local community can be utilized most effectively in teaching disadvantaged pupils, and to encourage the development of an association of local communities toward this end. (Author/JM)

UD 012 195

ED 061 369

Kiser, Clyde V.

Demographic Aspects of the Black Community.

Milbank Memorial Fund, New York, N.Y.

Pub Date Apr 70

Note—356p.

Available from—Milbank Memorial Fund, 40 Wall Street, New York, N.Y. 10005 (\$3.00)

Journal Cit—Milbank Memorial Fund Quarterly; v48 n2 p2 April 1970

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Black Community, *City Demography, *Civil Rights, *Demography, Housing, Human Geography, Income, *Jobs, Negroes, Racial Composition, Racial Distribution, Socioeconomic Influences, Socioeconomic Status, Urbanization, Urban Population

This volume contains the Proceedings of the Conference on "Demographic Aspects of the Black Community," held in 1969, and organized by the Milbank Memorial Fund. The Conference was held with the belief that knowledge of demographic characteristics and trends of the black community is essential to better understanding of various problems of the black community such as jobs, housing, health, education, and civil rights. The four "parts" of this volume correspond to the four half-day sessions of the Conference: (1) background information on demographic trends, urbanization of blacks, and patterns of negro-white residential segregation; (2) marriage and the family; (3) fertility and family planning; and, (4) needed research on demographic aspects of the black community. In addition, all four parts contain a record of the informal discussion as well as statistical charts. (Author/SB)

UD 012 196

Equal Educational Opportunity Workshop for Human Rights Workers at the Annual Meeting of the National Association of Human Rights Workers, Seattle, Washington, October 3-7, 1971. Special Report.

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Pub Date Feb 72

Note—32p.

Journal Cit—NCRIEO Newsletter; v3 n1 February 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, *Compensatory Education, Cultural Enrichment, Cultural Isolation, Culture Conflict, Educational Programs, *Equal Education, Nondiscriminatory Education, Race Relations, *Racial Integration, Racially Balanced Schools, *Racial Segregation, Remedial Instruction, *School Integration, School Segregation, Social Differences, Social Discrimination, Token Integration, Universal Education

The Equal Educational Opportunity Workshop for Human Rights Workers focused on the theme "Equal Educational Opportunity—What Does It Mean to the Human Rights Worker? A Deep Examination of Professional Commitment." Most school systems and educational institutions have human rights specialists devoting staff time and resources to race and culture-related problems; yet progress towards equal educational opportunity is slow. Professionals at this workshop examined the progress and the necessary commitment of the professional human rights worker in the desegregation program setting. Several general sessions were held, and following them were simultaneous small group workshop sessions. This report contains excerpts from the small group workshops and covers topics such as: (1) strengthening personal skills in recognizing culturally based bias impediments to optimum professional function in desegregation programs; (2) an exploration of major intergroup relations issues in desegregation programs and related problems in personal interaction; (3) cultural shock as it occurs in situations of enforced intercultural intimacy at the initiation of school desegregation; and, (4) an informal psycho-social assessment of various school desegregation techniques. Many of the speeches presented at the workshop are reprinted here. (SB)

UD 012 197

ED 061 371
Madden, J. Vincent Benner, Ralph
An Analysis of the Effectiveness of Comprehensive Programs.

Pub Date Jan 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, *Academic Achievement, Academic Enrichment, *Academic Performance, Community Involvement, Community Role, Community Support,

Compensatory Education, *Compensatory Education Programs, Curriculum, Educational Accountability, Inservice Teacher Education, Inter-group Relations, Learning Difficulties, Low Achievers, *Mathematical Enrichment, *Performance Contracts, Reading Achievement, Underachievers

Based upon 1969-70 ESEA Title I entitlements, this report represents an analysis of cost factors of the 25 largest school districts in California in effectively implementing compensatory education programs in both reading and mathematics in four or more grade levels. Numerous statistical data are given. Some districts reported a month-for-month growth in reading and mathematics in four or more grade levels (Long Beach, Los Angeles, Sacramento, Santa Ana, and Stockton Unified School Districts and Modesto City Elementary School District), while other districts reported a month-for-month growth at three grade levels (Fresno, Oakland, and San Bernardino Unified School Districts and Compton City Elementary School Districts). Brief district profiles of these comprehensive programs are given for Long Beach, Los Angeles, Modesto, Sacramento, Santa Ana, Stockton, Compton, Fresno, Oakland, and San Bernardino. Also given is a District Profile of the successes and failures in each of the required components and the district advisory committees. (SB)

ED 061 372 UD 012 198

Conrat, Maisie. *Conrat, Richard*
Executive Order 9066: The Internment of 110,000 Japanese Americans.
California Historical Society, San Francisco.
Pub Date 72
Note—120p.

Available from—Scrimshaw Press, 149 Ninth St., San Francisco, Calif. (\$4.95)

Document Not Available from EDRS.

Descriptors—Civil Rights, Cultural Interrelationships, Cultural Pluralism, Culture Conflict, Culture Contact, Democracy, *Equal Protection, Ethnic Groups, Ethnic Stereotypes, Ethnic Studies, Japanese American Culture, *Japanese Americans, *Minority Groups, *Minority Role, World History

A pictorial representation, in black and white, of Japanese internment camps during World War II, this book has over 100 pages of pictures of the evacuation and internment, taken by Dorothea Lange and other photographers, plus a text providing a brief historical account of events leading up to the internment. (SB)

ED 061 373 UD 012 199

Marland, S. P., Jr.
A Fresh Look at Urban Education.
Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Pub Date 27 Jan 72

Note—15p.; Speech before the Office of Education Conference on Model Cities and Title I ESEA, Muehlebach Hotel, Kansas City, Mo., January 27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Improvement, City Planning, Community Change, Culturally Disadvantaged, Disadvantaged Groups, *Dropout Problems, Dropout Programs, Dropout Rate, Dropouts, Educationally Disadvantaged, *Inner City, Neighborhood Improvement, Slums, Urban Dropouts, Urban Environment, *Urban Renewal, *Urban Renewal Agencies, Urban Studies

City schools must infuse strength into the young which is equal to the malignant forces which threaten their young lives and future happiness. Effective comprehensive planning must begin with an honest estimate of the desired output. Title I and Model Cities are two parallel programs sponsored by the Federal Government which seek to give help to the poor and the socially disadvantaged in the inner cities. Changes in the educational process are brought about by programs designed to engage community involvement, the introduction of early reading experience into kindergarten, compensatory education for all children in need of it, and programs to improve neighborhoods. While these two programs parallel each other, it is necessary that services are not duplicated or counter-productively competitive. State and Federal agencies must be ready to assist communities requesting aid or consultation, and the efforts of State and Federal offices should be fully coordinated. (Author/SB)

ED 061 374 UD 012 200

Extract of Hearings Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, 91st Congress, Second Session on H.R. 17846 and Other Related Bills. Emergency School Aid Act of 1970. Hearings Held in Washington, D.C., June 8, 15, 17, 18, 24, 25, 29, 30; July 1, 6, 7, 8, 16; and September 23, 1970.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 70

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Ability, Academic Achievement, Academic Aptitude, *Child Development, Child Psychology, Cognitive Tests, Compensatory Education, Culturally Disadvantaged, *Educationally Disadvantaged, *Elementary School Students, Genetics, Intelligence Differences, Intelligence Factors, Intelligence Level, Intelligence Quotient, *Intelligence Tests, *Negro Students, Psychological Tests, Racial Differences

In these hearings, the following witnesses presented testimony: Dr. Henry E. Garrett, Chairman, Psychology Department (Emeritus), Columbia University; Dr. Arthur R. Jensen, Professor of Educational Psychology, University of California at Berkeley; Dr. Frank C. J. McGurk, Professor of Psychology, University of Montevallo; Dr. R. Travis Osborne, Professor of Psychology, University of Georgia; Dr. Archie Sabin, Statistician; Dr. William Shockley, Professor of Engineering Science, Stanford University; and Dr. Ernest Van Den Haag, Professor of Social Philosophy, New York University. (Several published articles, part of the original transcript of these hearings, have not been reproduced.) (SB)

ED 061 375 UD 012 201

Gordon, Sol. *Kassin, Doris*
The Morgan School, Washington, D.C.
Center for Urban Education, New York, N.Y. Program Reference Service.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—PRS-010

Pub Date Apr 71

Note—56p.

Available from—Center for Urban Education, 105 Madison Avenue, New York, N.Y. 10016 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Administrative Problems, Community Control, Community Development, Community Education, *Community Involvement, *Community Schools, *Decentralization, Early Childhood Education, Educational Administration, *Elementary Schools, Elementary School Students, Neighborhood Schools, School Community Relationship, *School Organization

This report on the Thomas P. Morgan Elementary School, the first community-run school in Washington, D.C., is the result of extensive research and approximately ten visits of two and three days each during the academic year 1969-1970. It contains background information of events leading up to the establishment of the School, its inception in 1967, the School today, and an evaluation and projection for the future. There is also an appendix containing a brief comparison of the School with all the elementary schools of Washington, D.C. (SB)

ED 061 376 UD 012 202

Richardson, Curtis. *Dentler, Robert A.*
College Careers Program Evaluation.
Center for Urban Education, New York, N.Y.

Pub Date Mar 71

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Community Schools, Compensatory Education, Compensatory Education Programs, *Educationally Disadvantaged, Educational Programs, *Higher Education, Job Skills, Post Secondary Education, Remedial Instruction, *Remedial Programs, Undergraduate Study, *Vocational Education, Vocational Training Centers

Identifiers—New York, Westchester County

An evaluation by the Center for Urban Education of the College Careers Program (CCP), operated by the College Careers Fund of

Westchester, Inc., CCP is designed to identify, recruit, motivate, and place educationally "disadvantaged" young adults in carefully selected institutions of higher learning and to provide them with all necessary support, financial and other, to sustain them in school. This report deals with: (1) research design and procedures; (2) the targeted areas in the Westchester school district; (3) the problem of vocational education as an alternative response to the needs of disadvantaged youth; (4) a description of the CCP; (5) results of the evaluation; and, (6) summary and recommendations. Also included are appendices containing remedial programs in many New England communities and a listing of institutions of higher learning attended by College Careers participants in 1969-70. (Author/SB)

ED 061 377 UD 012 203

Fox, David J. *And Others*
Decentralized Open Enrollment: Services to Children in Receiving Elementary, Intermediate and Junior High Schools. Evaluation of a New York City ESEA Title I Program, 1969-70.

Center for Urban Education, New York, N.Y.

Report No.—R-A126

Pub Date Aug 70

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Academic Standards, Admission Criteria, Community Control, *Decentralization, *Decentralized School Design, Educational Innovation, Educationally Disadvantaged, Educational Objectives, Educational Opportunities, Educational Planning, Elementary Education, Elementary Grades, *Elementary Schools, *Junior High Schools, Middle Schools, *Open Enrollment, Organizational Change

Identifiers—New York City

This evaluation of the decentralized Open Enrollment programs conducted in the New York City public schools during the 1969-70 school year, with funds provided by Title I of the Elementary and Secondary Education Act, covers programs developed and implemented at the school district level. It was contracted by the Bureau of Research of the central Board of Education, but the programs under study were all developed and implemented at the school district level. Included are the following sections dealing with: (1) summary of programs proposed; (2) objectives of the program; (3) research and evaluation plan for discerning the perceptions of the program of District Title I coordinators, principals and teachers, and mothers and children; (4) the observational visits; and, (5) conclusions and recommendations. An appendix contains a list of research instruments used in this study. (Author/SB)

ED 061 378 UD 012 204

Christiansen, Dorothy, Comp.
Busing. Third Edition. A Center for Urban Education Bibliography.
Center for Urban Education, New York, N.Y.

Pub Date Oct 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Bibliographies, *Bus Transportation, Educational Opportunities, Integration Effects, Integration Litigation, *Integration Methods, Integration Plans, Policy Formation, Racial Integration, School Community Relationship, *School Integration, Transfer Policy, *Transfer Programs

This bibliography on busing pertains to selected items available in the Center for Urban Education library, and is largely comprised of journal articles. Those reports and documents that are in the ERIC system have been so identified by way of ED numbers; call numbers for these and other items have also been provided for location of the material. (RJ)

ED 061 379 UD 012 207

Obinani, Felix C.
A Training Program for Community Organizer-Planners. A Report on the Program Developed and Conducted for the Bedford-Stuyvesant Restoration Corporation.

Center for Urban Education, New York, N.Y.

Report No.—R-A124e

Pub Date Nov 69

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Planning, Community Action, Community Cooperation, *Community Involvement, *Community Planning, Community Programs, Community Services, Ghettoes, *Housing, Housing Deficiencies, Housing Needs, *Housing Patterns, *Inservice Programs, Metropolitan Areas, Urban Areas, Urban Environment, Urban Slums

In the summer of 1967, a program was initiated to recruit and train a group of residents of the Bedford-Stuyvesant area in Brooklyn in the processes of data collection and the formulation of community plans. The Center for Urban Education was contracted by the Bedford-Stuyvesant Restoration Corporation to implement this program. At the completion of the first phase, forty trainees were chosen for continued training as paraprofessional community organizer-planners, with particular emphasis on the area of housing renewal and redevelopment. After graduation, trainees work with the Corporation and other local agencies interested in planning and planned change. This report outlines the nature of this program, methodology employed, and curriculum used, which included lectures, intergroup interactions, and field trips, as well as an appendix of samples of student work, program evaluation guides, and a history of Bedford-Stuyvesant. (Author/SB)

ED 061 380 UD 012 219

Dusewicz, Russell A.
The Early Childhood Demonstration Program for the Disadvantaged. A Final Report Submitted to the Doffinger-McMahon Foundation.

West Chester State Coll., Pa.

Pub Date Sep 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Ability, *Cognitive Development, Cognitive Measurement, *Compensatory Education, Compensatory Education Programs, Cultural Disadvantage, Cultural Enrichment, *Disadvantaged Youth, *Early Childhood Education, Educationally Disadvantaged, Intervention, Learning Disabilities, *Perceptual Motor Learning, Preschool Education, Preschool Programs, Primary Education, Primary Grades, Remedial Programs, Sensory Deprivation, Social Disadvantage

This final report of the Early Childhood Demonstration Program for the Disadvantaged, begun in October 1969 at the Learning Research Center of West Chester State College, West Chester, Pennsylvania, contains the evaluative results of 80 children enrolled since 1969. The aim of this compensatory program was to develop an infant education curriculum with a strong cognitive emphasis, but based in the initial building of a firm foundation of sensory-perceptual abilities as a prerequisite step. The early childhood intervention program attempted to reconstruct an environment of educationally disadvantaged children which educationally incapacitated them before they entered school. This attempt was significant in that it tried to start such compensatory training in a structured manner at ages younger than generally thought practical. Covered in this report are: (1) a review of related research; (2) the rationale of the program; (3) program activities; and, (4) an evaluation, including subjective and objective results as well as conclusions. (Author/SB)

ED 061 381 UD 012 225

Björstedt, Åke
Cooperation, Independence, Mental Agility: Some Aspects of Preparedness for the Future As An Educational Objective. Educational and Psychological Interactions, Number 36, June 1971.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Jun 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Cognitive Objectives, Concept Formation, Creative Ability, Creative Development, *Creativity, Creativity Research, Democracy, Educational Needs, *Educational Objectives, *Individualism, Industrialization, Research Methodology, Social Change, Social Development, *Student Development, Students

Research is currently underway at the Malmö School of Education dealing with selected aspects of educational objectives in compulsory school at

the "gymnasium" and post-"gymnasium" levels. The main thesis is that these schools prepare students with knowledge and specific skills but fail to equip the student with more general skills and attitudes which he will need in a rapidly changing society. Three aspects of this problem are presently being conducted as research projects at the Malmö School of Education: (1) social development and training in the comprehensive school; (2) creativity; and, (3) student democracy—co-planning at different educational levels. A brief theoretical base for the research is given as well as research methods used. The reader is referred to other documents for more detailed summaries and conclusions of this research. (SB)

ED 061 382 UD 012 226

Koslin, Sandra And Others

The Development of Normative Racial and Sexual Social Distance Beliefs.

Riverside Research Inst., New York, N.Y.

Pub Date Sep 71

Note—56p.; a prepublication report based on a paper presented at the American Psychological Association Annual Meeting, Washington, D.C., September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acculturation, Elementary School Students, Females, High School Students, Junior High School Students, Males, Negroes, Race, Race Relations, *Racial Attitudes, Racial Discrimination, *Sex Differences, *Social Attitudes, Social Differences, Social Environment, *Socialization, Social Problems, Social Values
First through twelfth graders' beliefs concerning the social distances between people differing by race, sex, or race and sex were assessed. Sexual social distances are larger for boys than for girls, increase during pre-adolescence, and decrease during adolescence. Racial social distances are larger for blacks than for whites, and increase with age. Across grades, blacks attribute relatively greater social distance to racial than to sexual differences, whereas until high school, whites ascribe relatively greater distance to sex than race. By the third grade, children of both sexes and races believe that sexual social distance is smaller between blacks than whites, and by the fifth grade, believe there is less racial distance among females than males. Subjects at all grade levels believe social distances are largest when race and sex vary simultaneously. The results are discussed in relation to socialization theory and American acculturation patterns. (Author)

ED 061 383 UD 012 227

Willis, Cecilia A., Comp.

Current Bibliography on Literature by and about Blacks.

Kansas State Univ., Manhattan.

Pub Date Jan 72

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Biographies, Black Power, Booklists, *Civil Rights, Demography, *Economic Factors, Housing, Medicine, *Negro History, *Negro Literature, Politics, Psychology, Racial Segregation, Religion

This is an up-to-date, although not exhaustive, bibliography of the books, newspapers, and reference periodicals maintained in Farrell Library at Kansas State University. A supplement will be added to keep it current. The literature is categorized as follows: (1) reference sources; (2) biographies; (3) civil rights; (4) cultural life; (5) economic conditions; (6) history; (7) newspapers & periodicals; (8) politics; (9) social conditions; and, (10) author index. Each reference source also contains Farrell Library call numbers. (Author/SB)

ED 061 384 24 UD 012 228

Parti, Michael Adelman, Irma

Optimal Allocation of Resources in Urban Education: An Econometric Approach. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-0334

Pub Date Aug 71

Grant—OEG-5-70-0026(508)

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Aptitude, Academic Performance, Educational Accountability, *Elementary Grades, Grades

(Scholastic), *High Schools, Language Development, Learning Difficulties, Low Achievers, Motivation Techniques, Performance Contracts, Reading Achievement, *Student Motivation, Urban Areas, *Urban Education, *Verbal Ability, Verbal Development, Verbal Learning, Verbal Operant Conditioning

This study identifies the policy variables that are effective in increasing student verbal achievement in urban grammar schools and high schools, and estimates the impact of these variables upon verbal achievement, expected years of education completed by a typical student, and expected lifetime earnings of a typical student. A theoretical model of student motivation is developed and used as a guide in the specification of an empirical model of student achievement. The empirical model is estimated using the data gathered for the following: (1) research methodology; (2) summary of results, conclusions, and recommendations; and (3) analytic and empirical background for the conclusions and recommendations. Included in the third section are geometric and mathematical treatments of the data, replete with numerous tables, figures, and charts. (Author/SB)

ED 061 385 UD 012 229

Crellin, Eileen And Others

Born Illegitimate: Social and Educational Implications.

National Foundation for Educational Research in England and Wales, London.

Pub Date Jun 71

Note—173p.

Available from—National Foundation for Educational Research in England & Wales, 2 Jennings Buildings, Thames Ave., Windsor, Berks, SL4 1QS, London, England (\$5.00)

Document Not Available from EDRS.

Descriptors—Ability, *Child Development, Child Development Specialists, Children, *Culturally Disadvantaged, *Family Environment, *Illegitimate Births, Individual Development, Infant Mortality, Maturation, Physical Characteristics, Physical Development, Physically Handicapped, Pregnancy, Prenatal Influences, Social Class, Socioeconomic Influences, *Socioeconomic Status

The study reported in this book provides descriptive material about a national sample of illegitimate children born in Great Britain in 1958. It compares their development with legitimate children who were born in the same week as they were, and it relates their development, at the age of seven years, to a range of factors linked with their birth history as well as with their mothers' social and personal background. Part I provides a brief review of the most relevant major studies carried out previously. Part II looks at the mothers' circumstances before and during pregnancy, as well as at the conditions which prevailed at birth and during the first month of the child's life. In Part III, the children's development at the age of seven years is described and compared with that of their peers. Part IV provides an overview and some suggestions for the future. The appendix contains statistics and a description of the sample and its identification, notes and statistical tests for the main text tables, and tables not included in the text. (Author/SB)

ED 061 386 UD 012 231

Mosteller, Frederick, Ed. Moynihan, Daniel P., Ed.

On Equality of Educational Opportunity.

Note—570p.

Available from—Random House, Inc., 201 East 50th Street, New York, N.Y. 10022 (\$3.95)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Academic Enrichment, Academic Failure, Academic Performance, Academic Standards, Civil Rights, Community Schools, *Compensatory Education, Compensatory Education Programs, Cultural Enrichment, *Educationally Disadvantaged, *Equal Education, Intelligence Tests, Neighborhood Schools, Nondiscriminatory Education, Race Relations, Racial Discrimination, Racial Integration, Racial Segregation, Universal Education

In this volume are papers derived from the Harvard University Faculty Seminar on the Coleman Report. The Carnegie Corporation provided funds to support a faculty seminar for the academic year 1966-1967. Out of this seminar

developed this present collection of articles written by a number of outstanding educators bearing on the main themes of the seminar. Included are: (1) a section dealing with the historical development of the Coleman Report and critical analyses of its content and practical applicability; (2) implications for the future of equal educational opportunity in America; and, (3) appendices describing the nature of research methodology employed in the Coleman Report. (SB)

ED 061 387

UD 012 233

Meier, Deborah And Others

Notes from City College Advisory Service to Open Corridors.

City Univ. of New York, N.Y.

Pub Date Mar 72

Note—23p.

Available from—City College Advisory Service to Open Corridors, Klapper Hall 214, Convent Avenue & 136th St., N.Y., N.Y. 10031 (\$0.50)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Communication Problems, Communication Skills, *Educational Diagnosis, Elementary Schools, Evaluation Criteria, Evaluation Methods, Open Education, *Oral Communication, Reading Achievement, Reading Level, Reading Readiness, *Reading Tests, *Teaching Techniques, *Testing Problems

Contents of this booklet include: (1) "What's wrong with reading tests?", Deborah Meier, covering the following areas: the definition of reading, the social context of testing, the trouble with the tests, and how children handle tests; (2) "An English view of evaluation," an excerpt from a longer interview with Kenneth Barker at Froebel Institute in London, conducted a year ago as part of the Ford Foundation/School Council's Anglo-American Primary School Project; (3) "The game of language," Elli Ohringer, a paper concentrating on ways teachers can help children develop their skills and self-confidence in oral communication; and, (4) a book review by Celia Houghton of "Theresa, theater, terrariums," a pamphlet prepared by Jennifer Andraea documenting the New Rochelle School District's effort to implement the open classroom approach. (JH)

ED 061 388

UD 012 235

Katz, Michael B.

Class, Bureaucracy, and Schools: The Illusion of Educational Change in America.

Pub Date 71

Note—175p.

Available from—Frederick A. Praeger, Inc., 111 Fourth Ave., New York, N.Y. 10003 (\$2.25)
Document Not Available from EDRS.

Descriptors—Administrative Organization, *Bureaucracy, Change Agents, Class Attitudes, Educational Benefits, *Educational Change, Educational Development, Educational Innovation, Educational Theories, Progressive Education, *Social Change, *Social Class, Social Mobility, Social Organizations, Social Problems, Social Structure, Social Systems, Urban Areas, *Urban Education, Urban Teaching

Despite periodic reform movements, the American educational system has remained essentially unchanged since about 1885, when it was established as "universal, tax-supported, free, bureaucratically organized, class-biased, and racist." Bureaucracy emerged as the dominant structure because it is the most practical method of keeping the lower orders orderly and regulating social mobility. Their failure to recognize the integral relationship between the bureaucratic organization of educational and certain class-bound values accounts for the failure of educational reformers past and present. In the various chapters, the book concentrates on the years between 1800 and 1885, which was the critical period for the formation of the American educational system. It attempts to show how and why that structure came to be and, at least length, point out the continuities throughout the past century. Chapter I presents the major organizational alternatives proposed for urban public education at a time when its structure was problematical. Chapter II complements the essentially static analysis of organizational models. The final chapter considers the proposed thesis in relation to present educational reform and concludes with a few concrete suggestions for reformers. (Author/SB)

ED 061 389

UD 012 236

Greer, Colin

The Great School Legend: A Revisionist Interpretation of American Public Education.

Pub Date 72

Note—206p.

Available from—Basic Books, Inc., 271 Madison Ave., New York, N.Y. 10016 (\$6.95)
Document Not Available from EDRS.

Descriptors—Academic Failure, Change Agents, *City Problems, *Democracy, Democratic Values, Dropout Prevention, Dropout Problems, Dropout Rate, *Progressive Education, *Public Education, Public Schools, Rural Population, Rural Urban Differences, *Social Change, Urban Immigration, Urbanization, Urban Schools

American schools have been credited with building American democracy. This is a myth which has been largely responsible for the resistance of today's schools to needed change. Exposing this myth are records of several major urban school systems which show the high rate of school failure among the urban poor since before 1900. These statistics have been ignored in the past in favor of maintaining the American dream, and they are particularly significant and relevant for today's largely black urban poor, who are held responsible for failing to make the same good use of the schools their predecessors did. While professing to ameliorate society's ills, the American school system has always been conservative and reflexive, serving only to maintain the status quo of American institutions under the guise of progressivism, liberalism and reformism. If the American school system is truly to help the poor and disadvantaged and act as a democratizing agent, and thus facilitate social change, it must first reexamine the historical analysis of American education with a radical rethinking of our contemporary social crisis. (SB)

ED 061 390

UD 012 237

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 22—Education Information. Hearings Held Washington, D.C., December 1-3, 1971.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Dec 71

Note—179p.; Committee Print, Senate Select Committee on Equal Educational Opportunity
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC-\$5.58

Descriptors—Bus Transportation, Cognitive Ability, Community Control, *Compensatory Education, Compensatory Education Programs, Educational Objectives, *Education Vouchers, Employment Opportunities, *Equal Education, Financial Needs, Racial Integration, *Racial Segregation, *Socioeconomic Influences

Contents of these hearings include the testimony of the following witnesses, as well as materials appended as pertinent to the hearings: (1) Dr. Francis Keppel, Chairman of the Board, General Learning Corp., New York, N.Y.; (2) Mr. Joel Berke, The Brookings Institution, Washington, D.C., and Dr. Robert J. Goettel, Syracuse University Research Corp., New York, N.Y.; (3) Dr. Christopher S. Jencks, Associate Professor, Harvard Graduate School of Education; (4) Dr. Robert Lekachman, Professor of Economics, State University of New York at Stony Brook; (5) Dr. Norman J. Boyan, Dean, Graduate School of Education, University of California at Santa Barbara; and, (6) Dr. George B. Kleindorfer, Lecturer in Education, School of Education, University of California at Berkeley. [Several articles reprinted as part of the hearings' transcript have not been reproduced here.] (SB)

ED 061 391

UD 012 244

Report of the New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education.

New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education.

Pub Date 72

Note—590p.

Available from—Viking Press, Inc., 625 Madison Ave., New York, N.Y. 10022

Document Not Available from EDRS.

Descriptors—Budgeting, Capital Outlay (for Fixed Assets), Compensatory Education, *Educational Change, *Educational Finance, *Elementary Education, Elementary Grades, *Equal Education, Equalization Aid, Federal Aid, Financial Needs, Handicapped Students, Parochial Schools, Primary Education, Racial Integration, Racial Segregation, *Secondary Education, Secondary Grades, Secondary School Students

The Commission was appointed late in 1969 by joint action of Governor Rockefeller and the Board of Regents of the State of New York to report on the quality, cost and financing of elementary and secondary education in New York State, and to make recommendations for the improvement of performance in all of these dimensions. In addition, the Commission has examined the governance and organization of elementary and secondary education; the financing of education as it affects equality of educational opportunity; racial segregation; aid to parochial schools; and special obligations of the State with respect to certain handicapped children. Proposals have been made for changes in New York's educational system which would be essential if the State is to meet judicial standards which the Commission believes to be sound in principle and constitutionally valid. Appropriate to the five broad categories of problems, recommendations have been made for far-reaching legislative change and appropriate administrative measures. At the end of each chapter are printed separate statements by one or more Commissioners, as well as appendices which contain numerous charts and graphs. (Author/SB)

ED 061 392

UD 012 248

Pinkney, Alphonso

Black Americans. Ethnic Groups in American Life Series.

Pub Date 69

Note—226p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (\$2.95)
Document Not Available from EDRS.

Descriptors—Acculturation, *African American Studies, *Black Power, Civil Rights, Cultural Pluralism, Demography, Ethnic Studies, Majority Attitudes, *Minority Groups, Minority Role, Nationalism, Negroes, Population Distribution, *Racial Discrimination, Racism, Social Class, *Social Differences, Social Discrimination, Socioeconomic Status, Urban Population

Relations between black and white Americans have never been amicable, but at few points in history have they been characterized by greater strain than they are now. This study attempts to present a complete picture of the status of black people in the United States at the present time. It begins with their first arrival in 1619 and continues up to the present crisis in race relations. The major emphasis of this sociological study has been placed on an analysis of the forces in American society which have been responsible for creating and maintaining the subordinate position of black people. The following topics are covered: (1) historical background; (2) characteristics of the population; (3) characteristics and development of the black community; (4) socioeconomic status; (5) social institutions; (6) social deviance; (7) black contributions to American life; (8) assimilation into American society; and, (9) the present and future status of blacks. (Author/SB)

ED 061 393

UD 012 249

Kitano, Harry H. L.

Japanese Americans: The Evolution of a Subculture. Ethnic Groups in American Life Series.

Pub Date 69

Note—186p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (\$2.95)
Document Not Available from EDRS.

Descriptors—Acculturation, Cultural Pluralism, Cultural Traits, Demography, Ethnic Groups, Ethnic Relations, Ethnic Status, Ethnic Studies, *Japanese Americans, Minority Groups, *Social Adjustment, Social Attitudes, *Social Background, Social Change, Social Class, *Social Discrimination, Socioeconomic Status, *Subculture, Urban Population

Japanese-American accomplishments are a logical outcome of Japanese-American culture and institutions, but, more importantly, of the energy and spirit of the hundreds of thousands of Japanese, some prominent figures now, who have made places for themselves in the American society. Nevertheless, the Japanese-American, like any American, must adapt to ever-changing problems and conditions. This study is an attempt to present the experiences of one specific ethnic group as an illustration of a means of adapting to interethnic contact and conflict with a minimum of violence and chaos. The following topics are dealt with: (1) strategy of adaptation and general background of the Japanese Group; (2) Japanese in the U.S. until World War II; (3) the wartime evacuation; (4) conditions after World War II; (5) the family in America and Japan; (6) the community in America and Japan; (7) the culture; and, (8) social deviance. (Author/SB)

ED 061 394 UD 012 250
Goldstein, Sidney Goldscheider, Calvin
Jewish Americans. Three Generations in a Jewish Community.

Pub Date 68
Note—274p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

Document Not Available from EDRS.

Descriptors—*Acculturation, Biculturalism, *Cultural Pluralism, Demography, Ethnic Distribution, *Ethnic Groups, Family (Sociological Unit), Family Structure, Group Unity, Heterogeneous Grouping, Homogeneous Grouping, Jewish Stereotypes, *Jews, Minority Groups, Population Trends, *Religious Cultural Groups, Research Methodology, Social Change, Socioeconomic Status, Subculture

This study concentrates on generation change and social change in a Jewish community in the metropolitan area of Providence, Rhode Island, as a means of delineating the multidimensional nature of assimilation patterns among three generations of American Jews. Concomitant to a consideration of the degree and nature of assimilation and acculturation is a consideration of intragenerational variation of homogeneity and heterogeneity within the Jewish population. In addition to presenting a general description of migration to America, this study deals with a demographic and sociological analysis of population growth and composition, distribution, migration, fertility, mortality, family structure, socioeconomic status, and religious identification. Also included is an appendix containing the research methods employed in this study. (Authors/SB)

ED 061 395 24 UD 012 253
Gouldner, Helen P.

The Natural History of the Education of the Black Child in the City. Final Report.

Washington Univ., St. Louis, Mo. Social Science Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2771
Pub Date Jun 71

Contract—OEC-3-7-062771-2714
Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Failure, Classroom Observation Techniques, Elementary School Students, *Failure Factors, Inner City, Kindergarten Children, Negro Education, *Negro Students, *Negro Teachers, Socioeconomic Status, *Student Teacher Relationship, Teacher Attitudes, Teacher Stereotypes, *Urban Schools

This research report examines the school and home experiences of the black inner-city kindergarten, first, and second grade child. A team of researchers observed the homes and classrooms of selected children over a three-year period in four schools in a midwestern city in the United States. All of the children, teachers, and staff in these schools were black. For comparison, two white middle-class schools and one white working-class urban school were also studied. The primary method used was systematic non-participant observation. In all, more than 306 classroom observations were made—242 in black classrooms and 64 in white—each observational period being approximately ninety minutes. There were 180 home visits of 28 families. Supplementary data include interviews with teachers, principals, staff personnel, superintendents, and mem-

bers of the school board; observations of teachers' meeting and parent teacher association meetings; informal conversations with teachers, principals, and children; and, materials such as report cards, classroom work, displays, office memos, children's drawings, public reports on the school system, and the like. By documenting the processes by which educational failure is assured for many children, it is hoped that points of possible change will be suggested to reduce the casualties. [This document is marginally legible when reproduced, due to the quality of print of the original.] (Author/JM)

ED 061 396 UD 012 255

Fitzpatrick, Joseph P.

Puerto Rican Americans: The Meaning of Migration to the Mainland. Ethnic Groups in American Life Series.

Pub Date 71
Note—215p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. (\$3.50)

Document Not Available from EDRS.

Descriptors—Demography, *Educational Problems, Ethnic Distribution, Ethnic Groups, Family Life, *Identification (Psychological), Immigrants, *Migration, Public Housing, Puerto Rican Culture, *Puerto Ricans, Religious Factors, Urban Schools

Identifiers—*New York City, Puerto Rico

The meaning of the Puerto Rican migration can be initially understood only by perceiving it as a continuation of the experience New York City has always had with newcomers. The focus of the present study is the quest of the Puerto Ricans for identity. This is the feature of their migration which they share most intimately with all other immigrant groups, and yet it is the aspect in which their experience both on the Island before they come, and in New York, is unique. From many points of view, Puerto Ricans on the Island have already been uprooted even before they come to the mainland. After they arrive, they face a set of circumstances which make the quest for identity much more difficult for them than it was for earlier groups. Initial dispersal over wide areas, continued relocation, and the policy of integration in public housing make it more difficult for Puerto Ricans to establish or retain stable and strong Puerto Rican neighborhoods. The need of the great majority who are Catholics to adjust to integrated parishes, rather than having Puerto Rican parishes, largely eliminates the parish as a focus of identity. The facility of low cost travel back to Puerto Rico may make it easier to retain identity with the Island. Finally, the variety of color among Puerto Ricans also complicates the problem of identity in the presence of mainland discrimination. (Author/JM)

ED 061 397 UD 012 256

Pilisuk, Marc Pilisuk, Phyllis

Poor Americans: How the Poor White Live.

Pub Date 71
Note—200p.
Available from—Transaction Books, Rutgers, The State University, New Brunswick, N.J. 08903 (\$2.45)

Document Not Available from EDRS.

Descriptors—*Caucasians, Cultural Factors, Depressed Areas (Geographic), *Economic Disadvantage, Juvenile Gangs, Labor Market, Labor Problems, Medical Services, *Migrant Problems, Poverty Programs, *Poverty Research, Religious Cultural Groups, Rural Areas, Rural Family, *Student Teacher Relationship

Contents of this book include the following essays which originally appeared in "Transaction" magazine: (1) "Poor Americans: an introduction," Marc Pilisuk and Phyllis Pilisuk; (2) "How the white poor live," Marc Pilisuk and Phyllis Pilisuk; (3) "The culture of poverty," Oscar Lewis; (4) "Life in Appalachia—the case of Hugh McCaslin," Robert Coles; (5) "Labor waste in New York: rural exploitation and migrant workers," William H. Friedland; (6) "The serpent-handling religions of West Virginia," Nathan L. Gerrard; (7) "White gangs," Walter B. Miller; (8) "Homeless men," David Pittman; (9) "How teachers learn to help children fail," Estelle Fuchs; (10) "Becky and the Telegraph Avenue life style," Marc Pilisuk, Lilyan Binder, Claire Brady, Sandra Broemel, Susan Cady, Robert Hart, Ann Ohren, and William Smolak; (11) "Medical ghettos," Anselm L. Strauss; and, (12) "The strange case of public dependency," Martin Rein. (JM)

Medical ghettos," Anselm L. Strauss; and, (12) "The strange case of public dependency," Martin Rein. (JM)

ED 061 398 UD 012 257

Doll, Russell C., Ed. Hawkins, Maxine, Ed.

Educating the Disadvantaged, 1970-1971. An AMS Anthology.

Pub Date 71
Note—611p.
Available from—AMS Press, Inc., 56 East 13th Street, New York, N.Y. 10003 (\$8.95)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Anthropologies, *Compensatory Education, Culturally Disadvantaged, *Disadvantaged Youth, Economically Disadvantaged, Educational Disadvantage, *Educational Needs, Educational Opportunities, Ethnic Groups, Health Services, Inner City, *Minority Groups, Socioeconomic Status, *Urban Education

This anthology includes newly published essays by Daniel U. Levine, Robert J. Havighurst, and J. McVicker Hunt, two previously unpublished reports from the National Study of American Indian Education, and a new guide to resource centers. In addition, 35 papers by 55 contributors concerned with educating disadvantaged and culturally different children have been included. The book is organized into five parts: (1) Introductory perspectives on educating the disadvantaged; (2) Who are the disadvantaged?; (3) Class, race, and society; (4) Programs and prospects; and, (5) Metropolitanism and the eco-system. (Editors/JM)

ED 061 399 UD 012 258

Passow, A. Harry, Ed.

Opening Opportunities for Disadvantaged Learners.

Pub Date 72
Note—375p.
Available from—Teachers College Press, Teachers College, Columbia University, New York, N.Y. 10027 (\$5.95)

Document Not Available from EDRS.

Descriptors—College Programs, *Compensatory Education, Counseling Programs, *Disadvantaged Youth, Early Childhood Education, Educational Needs, *Educational Opportunities, Educational Quality, Educational Strategies, Negro Students, School Community Relationship, *School Integration, State Programs, *Urban Education, Vocational Education

Contents of this book include: "Urban environment in the 1970's," A. Harry Passow; "Educational strategies and the disadvantaged," S.M. Miller and Pamela Roby; "A critique of the concept of 'compensatory education,'" Basil Bernstein; "Early childhood education for the disadvantaged," Helen Robison; "Up from poverty: the price of 'making it' in a ghetto school," Bernard Mackler; "Toward a definition of 'structure' in the education of disadvantaged students," Russell Doll and Daniel Levine; "The death of intellect; or how to change teachers into cretins without really trying," Larry Cuban; "Black children and desegregation," Meyer Weinberg; "Guidance in the urban setting," Edmund Gordon; "The Life Skills Program: structured counseling for the disadvantaged," Winthrop Adkins; "Vocational-technical education needs and programs for urban schools," Grant Venn; "Selected issues in collegiate compensatory programs," Judith Ruchkin; "Project UNIQUE: integrated quality urban-suburban education," William Young; "Trends and development in state programs for the disadvantaged," Irving Ratchik; "Harlem prep: an alternate system of education," Edward Carpenter; "School community control as a social movement," Preston Wilcox; "The concept of an educational park," Max Wolff; and, "Fables and forecast in urban education," Robert Dentler. (JM)

ED 061 400 UD 012 259

Drane, H. Tupper

Dropout Prevention Program. Project Stay, 1970-71. Final Evaluation Report.

Saint Louis Board of Education, Mo.
Pub Date 30 Jun 71

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, Curriculum Development, Dropout Attitudes, *Dropout Identification, *Dropout Prevention, *Dropout Programs, Educational Diagnosis,

Guidance Services, Individual Needs, *Program Evaluation, School Holding Power, Work Study Programs

Identifiers—*Elementary Secondary Education Act Title VIII, ESEA Title VII Programs, Missouri

Project Stay is a demonstration project of the St. Louis Public Schools, funded under Title VIII of Public Law 90-247, with several programs concentrating on reducing the number of dropouts. The project has the purpose of identifying students who are potential dropouts, determining their individual needs, and developing programs to meet those needs. Six components offer services and activities specifically designed to help students successfully participate in school activities in a manner which would lead to future employment and a rewarding and successful adulthood. The components consist of: work-study programs; increased guidance services; continued education opportunities for pregnant girls; social adjustment classes for students who have difficulty adjusting to the regular classroom environment; instructional and curriculum revision; and, an extensive program of after-school activities. During 1969-71, the project was located in Enright Middle and Soldan High Schools. It will be expanded to include Clark Elementary School during the 1971-72 school year. It was found that, during the second project year, the number of dropouts from Soldan was reduced by 49.8 percent from the baseline year to 22.1 percent over the first project year. Enright had no dropouts during the year. (Author/JM)

ED 061 401 UD 012 263

Rosser, James M.

Higher Education and the Black American: an Overview.

Kansas Univ., Lawrence.

Pub Date [Dec 71]

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *Black Power, Change Agents, Civil Rights, *Higher Education, *Identification (Psychological), Minority Groups, Racial Discrimination, Racial Segregation, Racism, Social Action, Social Change, Social Disadvantage, Social Integration, Social Values, Universities, Urban Universities

At a very young age, a black child acquires a conceptualization or idea of race and the implications that such a conceptualization has for his "survival" and not quality of existence. While contemporary movements are geared toward offsetting some of the consequences, e.g., black self-determination, black power, and black control, blacks, in general, are still faced with the dilemma of identity (personality) development within a society dominated by the institutionalized norms and values of the "intellectual colonizer." Current educational systems, in order to be relevant, must be geared toward: (1) a consciousness which demonstrates concern for quality versus quantity; (2) a consciousness which places emphasis on human outcomes versus inputs; and, (3) a consciousness which deemphasizes product outputs. In addition, Black Studies can be instituted to meet the specific needs of a black society. Educational outcomes for the future should be geared toward facilitation of individual capacity for decision-making in the presence of substantive options. (Author/SB)

ED 061 402 UD 012 266

Bell, Lloyd H. Johnson, Norman J.

Black Child Development: A New Approach.

Pub Date Apr 72

Note—27p.; Paper presented at the First National Congress of Black Professionals in Higher Education, Univ. of Texas, Austin, Texas, April 5-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Theories, *Black Power, Emotional Development, Growth Patterns, *Human Development, Individual Development, Negroes, Personal Growth, Personality, *Personality Development, Personality Studies, *Personality Theories, Psychiatry, Psychological Evaluation, Psychological Studies, Psychometrics, Self Actualization, Social Maturity, *Social Relations

In this paper are examined the psychological and emotional development of black children. The argument is that developmental schemes built for one set of people are lacking as a model

when used to analyze the development of a set of different people. Man is both "a situated" and "an accumulating" being. He develops in the context of situations made up of various encounters with people and things. These prior encounters structure subsequent encounters. As a situated-accumulating creature, each individual develops his own unique life style and personality. Freud and Erikson are somewhat limited in explicating the development of black children because their theories focus attention on the "situation" rather than the "accumulating" aspect of development. Stated more concretely, the meaning of being black has been the most important developmental crisis for black people—not the relationships with mothers, fathers, or siblings. (Author/SB)

ED 061 403 UD 012 267

Banks, James A.

Teaching Black History for Social Change.

Pub Date Apr 72

Note—39p.; Paper presented at the first National Congress of Black Professionals in Higher Education, Univ. of Texas, Austin, Texas, April 5-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, African Culture, African History, *Black Power, Cultural Awareness, Cultural Background, Cultural Pluralism, *Decision Making, *Ethnic Studies, Ethnology, History, Minority Groups, *Negro Education, Negro Institutions, Negro Literature, Problem Solving, Racial Discrimination, Racism, Social Studies

In this paper, the author offers a rationale for Black Studies programs for the reader's consideration, attempts to resolve the question, "Black History for what?" and illustrates how Black History can be taught as an integral part of a modern social studies curriculum which is spiral, conceptual, and interdisciplinary, and which emphasizes decision-making and social action skills. Black History should help students develop the ability to make reflective decisions so that they can resolve personal problems and shape public policy by participating in intelligent social action; the goal of Black History should be to help students become effective change agents. (Author/SB)

ED 061 404 UD 012 268

Pinnock, Theo. James

Human Resources Development—an Emerging Role for Black Professionals in Higher Education.

Pub Date Apr 72

Note—31p.; Paper presented at the First National Congress of Black Professionals in Higher Education, Univ. of Texas, Austin, Texas, April 5-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Black Power, Community Change, Culturally Disadvantaged, Educational Benefits, Educational Needs, *Educational Objectives, Industrialization, Negroes, Psychology, Rural Education, *Social Adjustment, *Social Change, Social Differences, Social Disadvantage, Social Discrimination, Social Values, Sociocultural Patterns, *Technology, Training Objectives, Urban Education

All over America today Human Resources Development (HRD) Departments and/or Agencies are emerging. HRD is an adult and continuing educational process designed to help alleviate some of the adult problems of today with the hope that the future will be more rewarding for all. Today, changes in social and technological conditions are proceeding at such a rapid pace that everyday skills as those involved in child-rearing, food preparation, transportation, health maintenance, and leisure time activities are constantly being modified. The increasing necessity for a mobile population coincident with concentrated living in cities requires adults to learn new patterns, values, and new ways of achieving personal identity repeatedly within a single life-time. Therefore, there is a new emphasis to educate adults as well as children. However, HRD Departments must be not only concerned with recruiting and training adults to function at present, but must address themselves to problems of the future, such as rural America, the universities, and the poor semi- or unskilled, semi- or illiterate poor people, and minority groups. (Author/SB)

ED 061 405

UD 012 269

Peterson, Terry

I'm on the Title I Council. Now What?

Pub Date [71]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights Legislation, Community Schools, *Compensatory Education, *Compensatory Education Programs, Culturally Disadvantaged, Disadvantaged Groups, Disadvantaged Schools, Disadvantaged Youth, Educational Finance, *Educationally Disadvantaged, Educational Opportunities, *Educational Programs, *Equal Education, Equalization Aid, Federal Aid, Minority Group Children, School Funds, Universal Education

This booklet offers answers to basic questions frequently asked by ESEA Title I Council Members and school officials. Suggestions are also given about possible Title I Council activities. In addition, there is a section on the regulation requiring parent participation in Title I, as well as a list of people to contact for assistance in interpreting Title I regulations or filing complaints, and for information on training teachers' aides and retraining teachers for Title I programs. (Author/SB)

ED 061 406

UD 012 270

McKinney, John A.

Black History and Culture.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, African Culture, African History, *Black Power, Cultural Pluralism, *Curriculum Development, Curriculum Guides, *Curriculum Planning, Economics, Ethnic Studies, Ethnology, Human Geography, Minority Groups, *Negro Education, Negro Institutions, Negro Literature, Social Structure, Social Studies

Identifiers—*Quinmester Program

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of Miami schools. The major intent is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a prescribed course of study. The guide is divided into: (1) a broad goals section, which provides descriptive and goal-oriented information for the teacher; (2) a content outline, which illustrates, in general terms, the scope and major subdivisions of the course; (3) objectives and learning activities, which provide a total picture of the main idea and specific behavioral objectives for a set of given learning activities; and, (4) materials section, which presents guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and, supplementary student resources. (Author/SB)

ED 061 407

UD 012 271

Gittell, Marilyn And Others

School Decentralization and School Policy in New York City.

City Univ. of New York, Flushing, N.Y. Inst. for Community Studies.

Spons Agency—New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education.

Pub Date Oct 71

Note—216p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Organization, Budgets, *Community Control, Curriculum Development, *Decentralization, *Decentralized School Design, Elementary Schools, Organizational Change, Paraprofessional School Personnel, *Race Relations, Racial Attitudes, Racial Discrimination, Racial Factors, Racism, School Construction, *Social Change, Teacher Education, Teacher Placement

School decentralization in New York City has been avidly watched nationally by educators and governmental decision makers. School decentralization was regarded as a necessary reform, if not a panacea and has had a long history. For three decades, educational reports stressed the need to divide large urban school districts into smaller more efficient units. The decade of the sixties witnessed several important studies, among

them being Mayor Lindsay's attempts to obtain a legislative mandate to decentralize city schools, and the Bundy Report. In reviewing the history and present status of decentralization in New York City, several questions arise: How did the school decentralization law affect the recruitment and selection of board members? How did the legal matrix set the conditions for community boards to function? And, finally, how did these community boards pursue their policies in three key areas—personnel, budget, and curriculum? In addressing itself to these questions, this report comes up with some recommendations for legislative changes in decentralization law. (Authors/SB)

ED 061 408 UD 012 272

Brody, Lawrence Schenker, Hank

Discovering and Developing the College Potential of Disadvantaged High School Youth. A Report of the Fifth Year of a Longitudinal Study on the College Discovery and Development Program.

City Univ. of New York, N.Y. Office of Teacher Education.

Report No.—R-71-5

Pub Date Jan 72

Note—232p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Academic Achievement, College Students, Compensatory Education, *Compensatory Education Programs, Cultural Disadvantage, Cultural Enrichment, Culturally Disadvantaged, Disadvantaged Groups, *Disadvantaged Youth, *Educationally Disadvantaged, High Schools, *High School Students, Negroes, Remedial Instruction, Remedial Programs, Secondary School Students, Socially Disadvantaged, Socioeconomic Status, Urban Education

The College Discovery and Development (CDD) program completed its fifth year of continuous implementation in June 1970. This volume is the fifth in a series of annual reports describing the educational progress of students who had been enrolled in successive tenth grade classes each September, beginning in 1965. During this 1969-70 academic year, there were three classes enrolled in the program: CDD III, admitted in September 1967, CDD IV, admitted in September 1968, and CDD V, admitted in September 1969. Included in this report are: (1) a description of CDD V; (2) a socioeconomic description of the fifth population of CDD students; (3) attendance and achievement records of all classes from 1969-1970; (4) entrance into CDD from high school, and subsequent college progress of CDD I students; (5) curriculum improvement efforts; (6) summaries of adjunct studies; and, (7) general summary of the CDD program. In addition, "Appendix A" contains a report of a curriculum conference of the CDD held at Hunter College April, 1970; "Appendix B" is an end of the year report of CDD for the period 1969-1970. (Author/SB)

ED 061 409 UD 012 298

Sedlacek, William E. And Others

Black and Other Minority Admissions to Large Universities: Three Year National Trends.

Maryland Univ., College Park. Cultural Study Center.

Spons Agency—American Coll. Personnel Association, Washington, D.C.

Report No.—RR-3-72

Pub Date Mar 72

Note—15p.; portions of this paper were presented at the American Personnel and Guidance Association Convention, Chicago, Ill., March 27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission (School), *Admission Criteria, Black Power, *Civil Rights, *College Admission, College Bound Students, College Entrance Examinations, *College Freshmen, College Placement, Enrollment Influences, Enrollment Projections, *Enrollment Trends, Ethnic Groups, Minority Groups, Minority Role, Negro Role, Racism, Student Enrollment, Universities, Urban Universities

The purpose of this study was to survey the large primarily white universities concerning freshmen entering in the fall of 1971 in order to note trends and changes in enrollment and admissions predictors. Sample population included black, American Indian, and Spanish Surname students. Returns were received from 99 percent of the admissions officers at institutions surveyed.

Three year trends which have emerged indicate that black freshmen enrollment has leveled off to 4 percent in 1970 and 1971, after a rise from 3 percent in 1969. Despite the apparent intentions of many colleges and universities, fewer blacks are entering college. This study was intended: (1) to examine the amount of social change in our society as reflected by the number of blacks and other minority students entering primarily white universities as freshmen; and (2) to determine what universities are actually employing in selecting black and other minority students in order to shed light on the relationship between research and practice. (Authors/SB)

VT

ED 061 410

VT 014 427

Jones, Roland O.

A Study of the Relationship between Economic Understanding, Business Education Curricula and Certain Personal Factors of Business Education Seniors in Selected Delaware High Schools.

Pub Date Jun 71

Note—133p.; Ed.D. Dissertation, Pennsylvania State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-9482, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Business Education, *Concept Teaching, Doctoral Theses, *Economics, Grade 12, High School Curriculum, *Program Evaluation, Secondary Education, Student Characteristics

Using information from results of the Test of Economic Understanding, personal data sheets, and student transcripts, this study sought to determine whether seniors enrolled in business education programs develop an understanding of basic economic concepts. Additional objectives were to determine whether seniors enrolled in various sequences of business education courses differ in degree of economic understanding, and whether there is a relationship between economic understanding and selected personal factors—sex, grade average, and work experience. Based on results of the investigation, several conclusions were: (1) The business education curriculum in the state of Delaware is ineffective in teaching those basic economic concepts essential for good citizenship, (2) Sequences of business education courses that do not include a one-semester economics course do not provide business education seniors with an understanding of the economic concepts as recommended by the National Task Force on Economic Education, (3) No significant relationships exist between achievement in economic understanding and post-high school education plans, or between understanding and the education of the principal wage earner in the business education senior's family. (JS)

ED 061 411

08

VT 014 593

Kazarian, Edward N., Ed. Ward, Darrell, L., Ed.

Annual National Leadership Development Seminar for State Directors of Vocational Education (4th, Las Vegas, Nev., September 14-17, 1971). Comprehensive Personnel Development for Vocational-Technical Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—LT-Ser-34

Bureau No.—BR-7-0158

Pub Date 72

Grant—OEG-3-7-000158-2037

Note—166p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Differentiated Staffs, Educational Innovation, Internship Programs, *Leadership Training, *Management Development, Management Education, Manpower Development, Performance Criteria, *Professional Personnel, Seminars, Simulation, Technical Education, *Vocational Directors, *Vocational Education

The proceedings of this seminar, attended by state directors and other leaders in vocational and technical education from 41 states, the District of Columbia, Saipan and Puerto Rico, contain presentations by 18 leaders from industry, government, and education. Specific objectives were to: (1) provide a forum for presentations concerning personnel development, (2) explore and study existing and innovative tools, processes, and systems, (3) conceptualize a model plan, and (4) provide for professional development. Presentations include: (1) "A Rationale for Comprehensive Personnel Development in a State" by Carl Shaefer, (2) "An Industrial Corporation's Approach to Personnel Development" by Robert G. Pecka, (3) Performance Based Teacher Education" by Calvin J. Cottrell, (4) "A Performance Base for Staff Differentiation" by Frank C. Pratzner, (5) "Management by Objectives and Personnel Development in Ohio" by Byrl R. Shoemaker, (6) "Internship and Its Role in Personnel Development" by David Bjorkquist, (7) "Simulation Training Materials for Vocational Education Leadership Development" by Darrell L. Ward, (8) "Exemplary Programs—Highway Safety Occupations" by Ronald D. Daugherty, and (9) "The Delivery System for Personnel Development" by Milton Schwebel. (GEB)

ED 061 412

VT 014 598

Bradley, Richard W. And Others

The Occupational Information and Vocational Guidance Curriculum: Implementation of Counselor and Counselor Educators Perceptions of Pre-Service Training.

Southern Illinois Univ., Carbondale.

Spons Agency—Illinois Research and Development Coordinating Unit, Springfield.

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Counselor Educators, Counselors, *Counselor Training, *Curriculum Guides, *Occupational Information, *Vocational Counseling, Vocational Education

In this study, 197 Illinois secondary school counselors and 21 counselor educators were asked to report views they held concerning perceived relative importance of vocational content areas presented in graduate counselor education training. In the face-to-face interviews, numerical ratings were obtained from each sample group with respect to the extent of actual coverage and amount of coverage that should be given in 22 content areas. Examination of differences between real and ideal coverage revealed that counselors felt the need for more preparation than they actually had in almost all the content areas. Counselor educators, much like counselors, indicated that they would like to offer courses with more depth than current offerings. Topics rated as most important by counselors were: (1) local sources of occupational information, (2) funding, (3) referral and placement of students, and (4) followup studies, while counselor educators rated these topics as most important: (1) local sources of occupational information, (2) theory, and (3) information about occupational requirements. A 2-quarter course sequence and course syllabus for vocational guidance was developed and is included in this publication. (SB)

ED 061 413

VT 014 645

Writing Performance Goals: Strategy and Prototypes. A Manual for Vocational and Technical Educators.

McGraw-Hill Book Co., New York, N. Y. Gregg Div.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Cen-Rel-Ser-15

Note—107p.

Available from—Gregg Division, McGraw-Hill Book Company, New York, New York, (Product Code No. 24640-8, \$3.60 net)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, Educational Objectives, *Educational Specifications, *Educational Strategies, Guidelines, Manuals, *Models, Performance, *Performance Criteria, Performance Specifications, Standards, Technical Education, Vocational Education

The result of a cooperative project of the Center for Vocational and Technical Education at the Ohio State University and the McGraw-Hill Book Company, this manual was prepared to

develop prototypes of performance goals for use by curriculum specialists and developers of instructional materials in vocational and technical education and to provide concomitant guidelines for training writers of performance goals. The document contains two sections, with the first part making up the Manual for Preparing Performance Goals and the second providing Prototypes of Performance Goals. Part I includes: (1) Characteristics of Performance Goals, (2) Definition of Terms, (3) Some Questions about Performance Goals, (4) A System for Writing Performance Goals, (5) The Number of Performance Goals to be Prepared, and (6) Implementation. Part II provides prototype performance goals for various areas of Agricultural Education, Business and Distributive Education, Health Education, Home Economics Education, Technical Education, and Trade and Industrial Education. Numerous charts illustrate the manual. (AW)

ED 061 414 VT 014 647

Rathbun, Donald L., Ed. Burwell, Anne, Ed.
Manpower Research Viability.
American Vocational Association, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Dec 71
Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Career Planning, Decision Making, Employment Projections, Food Service Industry, Human Resources, Job Placement, Job Training, *Manpower Development, Manpower Needs, *Models, Optometrists, Program Development, Research, *Research Reviews (Publications), *Subprofessionals, *Vocational Education

Identifiers—Occupational Training Information System, OTIS

These four research reviews should be useful to educators concerned with developing and improving vocational education programs. Reviews include: (1) "Occupational Training Information System" (OTIS) which is concerned with a decision making model for state and local programs and with responsive vocational and technical education, (2) "Career Ladders In The Foodservice Industry," including what one industry can do to cut down on excessive and costly turnover, provide better service, and more fully hold and utilize its personnel, (3) "The HEART Report—A Household Employment Training, Counseling, Job Development and Placement Program," and (4) "A National Study Of Assisting Manpower In Optometry," including an investigation of job availability, duties, education, and training of ancillary optometric personnel and the forecasting of the demand for such employees. A bibliography of additional studies and ordering information for cited materials are included. (JS)

ED 061 415 VT 014 664

Edgcomb, Philip L., Ed.
Summaries of Studies in Agricultural Education, North Atlantic Region, 1970-71—Status Report, Studies in Progress, and Abstracts.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Pub Date Nov 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Agricultural Education, *Agricultural Research Projects, Annotated Bibliographies, Doctoral Theses, *Educational Research, Masters Theses, Research Methodology, *Research Reviews (Publications), Research Tools, Vocational Education

Identifiers—North Atlantic Region
This compilation of research activity conducted during 1970-71 in the North Atlantic Region includes 45 abstracts of completed studies and a list of 22 studies that are in progress. All completed studies are available for loan from university libraries, departments of agricultural teacher education, state departments of agricultural teacher education, state departments of vocational and technical education, or local educational agencies. Both the studies completed and the studies in progress are sorted by state and type of study in an introductory status report. Abstracts, which are listed in alphabetical order by author, include statement of purpose, methodology used, and findings. (Author/JS)

ED 061 416

Fibel, Lewis R.

Review and Synthesis of Literature on Occupational Preparation in the Community College.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-55

Pub Date 72

Note—81p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, Bibliographies, College Administration, *College Curriculum, College Instruction, *College Role, *Community Colleges, Post Secondary Education, Program Descriptions, *Research Reviews (Publications), Student Characteristics, Teachers, *Technical Education, Vocational Education

Since the end of World War II the public community college has grown in significance, and it is now the most rapidly multiplying educational institution in the country. This review of literature examines the role of these community colleges in occupational education in terms of methods of operation and extent of offering. Occupational preparation at the secondary school level is insufficient, which puts a heavier responsibility on the community college. One problem in fulfilling this responsibility is the financial limitations of the 2-year colleges in setting up proper training facilities and equipment. Literature on entrance requirements and characteristics of enrolling students, curriculum, administration, and methods of instruction are all discussed in this report, which should be of interest to community college administrators, curriculum planners, and educators. The author includes his recommendations for needed additional research, and an extensive bibliography. (Author/GEB)

ED 061 417 08 VT 014 691

Magisos, Joel H.

Interpretation of Target Audience Needs in the Design of Information Dissemination Systems for Vocational-Technical Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—RD-Ser-65

Bureau No—BR-7-0158

Pub Date 71

Grant—OEG-3-7-000158-2037

Note—65p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Counselors, Educational Researchers, *Information Dissemination, *Information Needs, Information Seeking, Information Sources, *Information Systems, Information Utilization, *Research Coordinating Units, State Programs, Teacher Educators, *Use Studies, Vocational Education Teachers

Designed to obtain information useful in developing state information dissemination systems, this study sought to determine the information gathering practices and needs of vocational educators and administrators. Insight into these practices and needs was accomplished through a questionnaire survey completed by 3,229 vocational-technical educators in seven states, covering items such as: (1) institutions used as sources of information in the past 12 months, (2) usefulness of sources of information, (3) usefulness of information products, (4) most important characteristics of information, (5) time spent each month gathering information to solve problems, (6) familiarity with ERIC, and (7) ERIC materials used. One of the several conclusions and recommendations is that vocational-technical educators at the local level—teachers, counselors, local directors, administrators—are in need of better access to information products and services, especially preceding the beginning of school terms. Means for improving access are recommended. Also, the single hypothesis that vocational-technical educators who were them-

VT 014 687

selves enrolled in courses would show distinctly different patterns of information gathering behavior was rejected. (JS)

ED 061 418 08 VT 014 706

Ferguson, Edward T., Jr.

Vocational Teaching in Diverse Cultural Settings. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—RD-Ser-64

Bureau No—BR-7-0158

Pub Date Jan 72

Grant—OEG-3-7-000158-2037

Note—224p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Distributive Education, Educational Research, *Effective Teaching, *Inner City, Performance Factors, *Suburban Environment, *Teacher Education, Teacher Evaluation, Urban Environment, Vocational Education

Identifiers—Teaching Tasks

This report presents the differences in perceptions of teachers and principals regarding the elements associated with successful teaching in the inner city or suburban environment, and reveals differences in teaching patterns in those settings. State directors of vocational education, state supervisors and teacher educators of distributive education, and high school principals were asked to identify a control sample and a sample of highly successful teachers. Data pertaining to background information and 396 teaching tasks were collected from 126 teachers representing an experimental group of 33 successful suburban and 33 inner city teachers, and a control group. Additional data pertaining to teaching effectiveness were also collected from the administrator of each teacher and from students. Analysis determined differences between the responses of highly successful and control teachers in each environment. Performance tasks revealing significant differences were also analyzed through factor analyses to determine common relationships. Although the findings did not reveal overwhelming differences between the two school settings, they showed a number of differences which should be considered in teacher education programs. Data collection instruments and other study materials are appended. (SB)

ED 061 419 VT 014 715

Jenkins, John D.

A "Universe Model" of Occupational Education for Pikeville, Kentucky, in Conjunction with the Pikeville Model Cities Program. Interim Report.

Eastern Kentucky Univ., Richmond.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Oct 71

Contract—OEC-0-70-4754

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Curriculum Development, *Developmental Programs, Educational Change, Educational Innovation, Instructional Materials, Job Placement, Models, Program Development, *Program Evaluation, Rural Areas, *Vocational Counseling

Identifiers—Appalachia, Exemplary Project in Vocational Education, Kentucky, Pikeville

Provided in this interim report is a summary of activities relating to the Pikeville, Kentucky career education project. With specific emphasis placed on career education for the elementary grades and on occupational placement for grades 7-12, the report provides information on: (1) Goals and Objectives, (2) Project Design and Procedures, (3) Results and Accomplishments, (4) Evaluation, and (5) Conclusions, Implications, and Recommendations. Accomplishments as perceived by the project staff occurred in the following areas: (1) installation of program in the elementary school, (2) examination of special education programs, (3) establishment of job placement service, and (4) attitude change of school personnel. An outside evaluation team noted that the teachers and project staff have produced a great deal of useful instructional

materials and that considerable progress has been made toward achieving stated goals and objectives. (JS)

ED 061 420 VT 014 721
Report on Licensure and Related Health Personnel Credentialing.

Department of Health, Education, and Welfare, Washington, D.C.

Report No.—DHEW-Pub-HSM-72-11

Pub Date Jun 71

Note—163p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1720-0034, \$.70)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Accreditation (Institutions), *Certification, Credentials, *Employment Problems, Equivalency Tests, *Health Occupations, *Health Personnel, Occupational Mobility, Paramedical Occupations, State Licensing Boards

This report identifies major issues associated with licensure, certification, and other qualifications for practice or employment of health personnel. Chapters are: (1) Credentialing and the Public Interest, (2) An Overview of Health Personnel Credentialing, (3) The Organizational Setting of Licensure, (4) The Disciplinary Function of State Licensing Boards, (5) Foreign Graduates and Licensure, (6) Geographic Mobility, (7) Career Mobility, (8) Proficiency and Equivalency Testing, (9) Continuing Education, (10) Several Approaches to Institutional Licensure, and (11) Departmental Actions and Recommendations. Summaries of current credentialing activities, issues relating specifically to the physician's assistant, a bibliography, and information on selected health occupations, licensure, and certification are appended. (SB)

ED 061 421 VT 014 758

Caldwell, H. Lynn

Central Area Schools Occupational Development Program. Interim Report.

Seattle Public Schools, Wash.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Dec 71

Grant—OEG-07-1171(361)

Note—394p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Career Education, Career Planning, *Curriculum Development, *Developmental Programs, Inservice Education, Occupations, *Program Development, Program Evaluation, Program Planning, Relevance (Education), Student Needs, *Vocational Development, Vocational Education

Identifiers—Exemplary Project in Vocational Education, Seattle Public Schools

This study reports the first year of an exemplary program at Garfield High School, Seattle, where a program of occupational skills was instituted as a regular part of the comprehensive school curriculum. First year objectives included efforts to: (1) plan and develop limited operation of vocational-technical programs, (2) establish technical advisory groups in the skill areas, (3) individualize the curriculum, (4) provide inservice training for staff, and (5) enroll one-fourth of the student body or 250 students in an occupational development program. Major accomplishments of these efforts included: (1) More than 130 persons were involved in the initial planning of the program, (2) By September 1970, 14 courses had been initiated and some 300 students enrolled, and (3) Staff development was furthered through two workshops in 1970-1971 for all program staff. A major recommendation of the report is that the middle school area of career orientation and education should be fully developed during the second year program. (JS)

ED 061 422 VT 014 764

Lee, Jasper S.

Levels and Similarities of Instruction in Selected Content Areas of Vocational Education.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College; Mississippi State Dept. of Education, Jackson.

Div. of Vocational and Technical Education.

Report No.—Rep-8000-Res-Ser-1

Pub Date Jun 71

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Complexity Level, *Course Content, Curriculum Development, *Curriculum Planning, Instructional Programs, *Interdisciplinary Approach, Program Development, Secondary Education, Skill Development, *Vocational Education

Identifiers—*Mississippi

To aid in the successful interdisciplinary team planning of vocational education, this study sought to determine: (1) which of certain selected skills in agricultural, distributive, home economics, office, and trade and industrial occupations are being taught at the secondary level, and (2) the similarities in selected instructional content in the various vocational education courses in the secondary schools of Mississippi. Data pertaining to the skills taught were obtained from 278 high school vocational education teachers. Analysis of the data revealed little similarity of instruction among the vocational education areas for the skills studied. However, 15 of the skills were taught at similar levels by teachers of two, three, or four of the vocational areas. The study further notes that the small number of similarities of instruction tended to support the establishment of comprehensive vocational education programs in local attendance centers. (JS)

ED 061 423 VT 014 767

Eggland, Steven A.

An Analysis of Student-Teacher Interaction in Distributive Education Classrooms.

Pub Date 71

Note—266p.; Ph.D. Dissertation, Wisconsin University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-2.627, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Distributive Education, Doctoral Theses, *Instructor Coordinators, Interaction, *Interaction Process Analysis, Secondary Education, *Students, Teacher Characteristics, *Verbal Communication

Using data collected for 55 Wisconsin secondary school distributive education (DE) programs, this study sought to: (1) describe the nature of the student-teacher interaction in DE classes in a way that will be helpful to future investigators, (2) compare the interaction patterns for Wisconsin high school DE classes with established norms for other types of classes, and (3) compare the interaction patterns of DE classes and teacher-coordinators who have selected characteristics. Data for the study included a sample of verbal student-teacher interaction from the distributive education classes as well as personal and professional data regarding the teacher-coordinator and the classes. Based upon the findings of the study several conclusions were reached, including: (1) Student-teacher interaction in DE classes is different in some respects than it is in other classes, (2) DE coordinators who are 35 or over tend to talk more and their students tend to talk less than those coordinators who are under 35 years of age and their students, and (3) There is no significant evidence in this study to show that male and female teacher-coordinators or their students are different in any way when compared using the interaction variable data. (JS)

ED 061 424 VT 014 785

Thomas, Hollie B. And Others

Educational Program Development for the Rural Disadvantaged. Research Report.

Illinois Univ., Urbana. Div. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 70

Grant—OEG-09-585041-0773(085)

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aspiration, Attitudes, Career Choice, *Developmental Programs, *Disadvantaged Groups, Family Environment, Family Income, Family Management, Parental Aspiration, Program Development, *Program Evaluation, *Rural Areas, Rural Family, Rural Youth, Social Environment, *Vocational Education

Identifiers—*Project REDY

As part of a far-reaching research project on educational needs of the rural disadvantaged, this phase of the Rural Education Disadvantaged Youth Project (Project REDY) dealt with the development and evaluation of a vocationally-oriented family-centered educational program.

The model program, which was field-tested at a single site, focused upon: (1) youth and their career choices, (2) family financial management, and (3) improvement of family income. The research design employed was a pre- and posttest control group design with two control groups. Information was gathered by means of standardized instruments tested in a pilot study earlier in Project REDY, a Family Data Record, a School Data Record Form, and interview schedules. Conclusions regarding the sample were stated in terms of: (1) family residence, (2) farm business, (3) financial assistance, (4) race and nationality, and (5) geographic mobility. Conclusions concerning the program evaluation cover such points as: (1) community variables, (2) morale variables, (3) social class, (4) deprivation, (5) leisure time activities, and (6) parental desires for their children. Related documents are available as ED 041 663, and VT 014 786 in this issue. (JS)

ED 061 425 VT 014 786

Thomas, Hollie B. And Others

Evaluation of an Educational Program for the Rural Disadvantaged. Research Report.

Illinois Univ., Urbana. Div. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 70

Grant—OEG-09-585041-0773(085)

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Choice, *Career Education, *Disadvantaged Groups, Environmental Research, Family Attitudes, Family Environment, *Models, Parental Aspiration, Parent Attitudes, *Program Evaluation, Research Projects, *Rural Areas, Rural Family, Rural Youth, Socioeconomic Background, Student Attitudes

Identifiers—*Project REDY

The objective of this phase of the Rural Education Disadvantaged Youth Project (Project REDY) was to evaluate the model vocationally-oriented educational program that was developed in an earlier phase of the research. This educational program focused upon (1) youth and career choices, (2) family financial management, and (3) improvement of family income. Based upon pre- and posttest data for a control group and an experimental group and upon data gathered from standardized instruments, interview schedules, and school records, results included information pertaining to: (1) family residence, (2) financial assistance, (3) characteristics of adults, (4) situation and goals of children, (5) parental desires for their children, (6) the home environment, and (7) leisure time activities. One major conclusion of the study was that a local school teacher can conduct an effective family-centered vocationally-oriented education program which will produce significant changes in the attitudes and situations of severely disadvantaged rural family members. Related documents are available as ED 041 663, and VT 014 785 in this issue. (JS)

ED 061 426 VT 014 789

Huffman, Harry And Others

Project TOMORROW. Special Projects in Vocational Education for Youth and Adults with Special Needs.

Colorado State Board for Community Colleges and Occupational Education, Denver; Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Pub Date Aug 71

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, Adults, Dropout Prevention, Drug Abuse, *Economically Disadvantaged, *Educational Needs, *Program Development, *Socially Disadvantaged, Social Problems, *Vocational Education, Youth

Identifiers—*Project TOMORROW

Project TOMORROW is designed to provide better vocational education for Colorado youth and adults who have special problems, including social and economic disadvantage, participation in student unrest, disinterest in education, dropping out of school, lack of motivation, and drug use. Phase 1 of the project (1970-1971) sought to help a number of Colorado school districts develop at least one vocational teacher as a resource person on the vocational problems of youth and adults with special problems. A total of

30 vocational teachers were brought together in a variety of meetings and were encouraged to conduct projects that put them on a one-to-one basis with youth, adults, parents, teachers, and others in alleviating the vocational problems of the disadvantaged. Outcomes resulting from Phase 1 activities include a distinct change in the attitude of participants, continuation or development of projects for the next year, high degree of awareness on the part of the participants' supervisors, and descriptions of projects conducted by participants. Phase 2, planned for 1971-1972, will seek to establish teams in the school districts which will concentrate on special projects in vocational education for youth and adults with special needs. The teams will be set in target areas where the need is great. (Author/SB)

ED 061 427

VT 014 794

Taylor, John E. And Others

An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No.—HumRRO-TR-72-1

Pub Date Jan 72

Grant—OEG-3-7-00158-2037

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Cluster Analysis, *Cluster Grouping, Curriculum Design, *Curriculum Development, Instructional Design, Models, *Occupational Clusters, Program Development, Systems Approach, *Vocational Development, Vocational Education

Identifiers—CEEM, *Comprehensive Career Education Model

The design of a proposed occupational clustering system for the Comprehensive Career Education Model (CEEM) was to meet three general criteria: (1) encompass most existing jobs, (2) translate into an entire K-12 curriculum, and (3) show clear advantages over other systems. However, upon examination of existing clustering systems for relevance and possible adaptation, no one system met all the criteria. Therefore, a new clustering system was devised by synthesizing useful features of existing systems. The proposed system has two crucial dimensions—one stressing functions and contents of occupations, the other emphasizing status or levels of occupations. The proposed clustering system was planned to fulfill three instructional functions: (1) inform students about the world of work, (2) assist students in choosing a suitable career, and (3) provide models to shape instructional objectives and learning experiences. (Author/JS)

ED 061 428

08

VT 014 804

Hull, William L. Benson, Gregory, Jr.

Installing a Coordinated Information Network in a State Education Agency: A Case Study of the Decision Process in New York. Final Report.

New York State Education Dept., Albany. Bureau of Occupational Education Research; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—RD-Ser-67

Bureau No.—BR-7-0158

Pub Date Feb 72

Grant—OEG-3-7-000158-2037

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Case Studies, Decision Making, *Educational Innovation, Information Dissemination, *Information Networks, *Information Services, Models, State Agencies, *State Departments of Education

Identifiers—Educational Resources Information Center, ERIC, *New York

This research report describes events and decision processes which encourage or inhibit the installation of an innovation in an educational agency—specifically, the installation of a coordinated information network in the New York State Education Department. To document the installation, personnel involved in the consideration of the innovation were interviewed, and a chronological narrative of events was constructed.

In addition a questionnaire was developed and mailed to 31 cooperating institutions which had Educational Resources Information Center (ERIC) microfiche collections. Concepts from the change process were used to analyze the data. The Havelock linker model served as a frame of reference for discussing the roles of the information center in the state education department and cooperating institutions. Despite four drafts of the proposal to the Commissioner of Education, a coordinated information network was not fully implemented during the 31 months of this study, which illustrates the difficulty of installing a complex innovation in a bureaucratic organization. However, the decision to implement the network has been made. Several principles of innovation installation were supported by evidence in the study. (Author/SB)

ED 061 429

VT 014 817

K-12 Career Education Guide.

Lakeshore Technical Inst., Sheboygan, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-71-1027(361)

Note—487p.; Proceedings of Lakeshore Technical Institute District 11 Career Education Summer Workshop (1st, Sheboygan, Wis., July 12, 1971)

Available from—Lakeshore Technical Institute, 3811 Memorial Drive, Sheboygan, Wisconsin 53081 (\$3.10)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Career Education, Career Opportunities, *Concept Formation, *Curriculum Guides, Elementary Grades, Institutes (Training Programs), Integrated Curriculum, Kindergarten, *Models, Secondary Grades, *Vocational Development, Vocational Education

Identifiers—Career Awareness, Career Development

Directed toward reforming the scope of career education and initiating awareness and enthusiasm for continuous career education opportunities for all students in grades K-12, this curriculum guide describes the 16 basic career concepts and 205 general objectives taken from the Wisconsin State Career Curriculum Model and evaluated by teachers and counselors at the first Lakeshore Technical Institute. Grouped first by grade level (K-3, 4-6, 7-9, and 10-12) and then by subject area (communications, math, social studies, and vocational education), both grade level and subject matter rationales are divided into separate conceptual patterns to be introduced, developed, and emphasized. Behavioral objectives, classroom activities, lists of resources for activities, evaluation procedures, and suggested curriculum considerations, which were developed by Institute participants, accompany each concept. Models illustrating the scope and sequence of the 16 basic career development concepts through grades K-12, the three components of career development (self, work world, and career planning), and vertical and horizontal expansion of the concepts are included. (AG/SB)

ED 061 430

VT 014 837

Evaluation—An Objective Approach.

National League for Nursing, New York, N.Y.

Report No.—NLN-Pub-16-1446

Pub Date 72

Note—53p.; Report of the 1971 Workshops of the Council of Diploma Programs

Available from—National League for Nursing, 10 Columbus Circle, New York, N.Y. 10019 (Pub. No. 16-1446, \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, Course Evaluation, *Course Objectives, Curriculum Development, *Curriculum Evaluation, Evaluation Methods, Evaluation Techniques, *Health Occupations Education, *Nursing, Student Evaluation, *Workshops

A total of 688 participants representing 356 agencies attended one of five 2-day workshops, which constituted the third phase of a 3-year curriculum development program and were designed to: (1) recognize the constructive aspects of evaluation in the educational process, (2) establish positive perceptions of evaluation for subsequent use in the assessment of students, (3) determine the relationship of evaluation tools to the objectives of specific nursing courses, and (4) resolve to use course objectives in the development of evaluation tools and techniques. Utilizing

the 1969 and 1970 reports as a base, workshop objectives were met through group work and reactions to major presentations by H.H. Flitter, L. Litwack, L.M. DeRidder, and M.E. Katzell who spoke on "Evaluation: An Objective Approach." Texts of the major presentations are included, and workshop materials are appended. The 1969 and 1970 reports are available as ED 039 356 and ED 050 274, respectively. (SB)

ED 061 431

VT 014 845

Lemert, Edwin M.

Instead of Court; Diversion in Juvenile Justice. Crime and Delinquency Issues; A Monograph Series.

National Inst. of Mental Health (DHEW), Chevy Chase, Md. National Clearinghouse for Mental Health Information.

Report No.—PHS-Pub-2127

Pub Date 71

Note—102p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 20.2420/2:C83; S/N 1724-0076; \$5.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Agencies (Public), *Community Role, *Delinquency Prevention, *Delinquent Rehabilitation, Delinquents, Juvenile Courts, Law Enforcement, *Models, Police Action, School Responsibility, School Role, Welfare Agencies, Welfare Services, Youth Problems

Identifiers—*Diversionary Agencies, Juvenile Justice

This monograph is an effort to develop a series of models for diverting children and youth away from juvenile courts, so that their problems which otherwise would be dealt with in a context of delinquency and official action will be defined and handled by other means. It is premised on the idea that an excessive number of children are being processed by and unnecessarily referred to juvenile courts, that the harm done by contacts with these courts far outweighs any benefits gained, and that the contacts often exacerbate the problem of delinquency. The approach to delinquency should be one of control rather than one of treatment and prevention. Models designed to divert problem children from juvenile courts include: (1) the school model, which, besides the family, is a major socializing agency in society and therefore, a prime institutional focus for defining and channeling child and youth problems, (2) the welfare model, which completely replaces or functions in lieu of a juvenile court, (3) the law enforcement model, which consists of specialized organization, practices, and techniques used to adjust problems of juveniles without court action, and (4) the community organization model, which brings the other three models together. Each of the models is described in the monograph. (SB)

ED 061 432

08

VT 014 870

Vivekananthan, P. S.

Development of a Planning System for Educational Research and Development Centers.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—Cen-Tech-Pap-8

Bureau No.—BR-7-0348

Pub Date 71

Grant—OEG-2-7-070348-2698

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conceptual Schemes, Educational Research, *Management Systems, Models, *Research and Development Centers, *Research Projects, *Systems Approach

Identifiers—*Planning Systems

A 2-phase project has been undertaken to develop a research and development planning system which consists of (1) a systematic procedure to formulate research projects, and (2) a systematic procedure to guide the selection of a subset of projects. Phase 1 of the project involves the development of a meta model which is based on a modular concept and assists in building models of educational systems. Information gathering projects are needed to load the model, and a project selection model is proposed which helps select a subset of projects designed to maximize available resources. Phase 2 of the project

deals with field-testing the procedures in order to determine their generalizability. The Center for Occupational Education at the North Carolina State University will serve as the testing site, and the following activities are planned: (1) Performance criteria of the Center in terms of its mission, goals, and objectives will be delimited, (2) A specific approach for generating projects in accordance with the goals will be developed, and (3) The project selection procedure will be exemplified with illustrations. (SB)

ED 061 433 VT 014 891

Arkansas Guidebook for Vocational Orientation.
Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Arkansas Univ., Fayetteville. Dept. of Vocational Education.

Pub Date Sep 71

Note—300p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Education, *Career Opportunities, Career Planning, Decision Making Skills, Instructional Materials, Junior High Schools, *Occupational Information, Self Concept, *Teaching Guides, *Vocational Development, Vocational Education

Identifiers—*Career Orientation

This guide book of units designed to help teachers implement career or vocational orientation experiences for grades 7, 8, and 9 was developed by vocational teachers and revised in a workshop session. Broad areas include: (1) Self-Understanding for Success in the World of Work, (2) General Study of Occupations, (3) Exploring Occupations in Relation to Self, (4) The Decision-Making Process, (5) Making a Long-Range Training Plan, and (6) Procedures for Seeking, Getting and Keeping a Job. Each unit contains: (1) a teacher's section consisting of teacher objectives, suggested teaching activities, factors to consider, bulletin board and transparency ideas, and references, and (2) a student's section consisting of student behavioral objectives, a pretest, information section, and review questions. (SB)

ED 061 434 VT 014 916

Keller, Marjorie J. May, W. Theodore
Occupational Health Content in Baccalaureate Nursing Education.

Public Health Service (DHEW), Cincinnati, Ohio. Report No.—PHS-Pub-2176

Pub Date 71

Note—126p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 20.2802:N93; S/N 1716-0002; \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement Tests, Bachelors Degrees, *Conceptual Schemes, *Content Analysis, Course Content, *Curriculum Evaluation, Educational Research, *Health Occupations Education, Inservice Education, Masters Degrees, *Nursing

A 4-year project was conducted at the University of Tennessee College of Nursing to identify occupational health nursing content essential in baccalaureate education for professional nursing. In the process of determining content, a review of relevant literature was made, and a theoretical framework was developed which consisted of an integration of Leavell and Clark's levels of prevention approach to health care, and Maslow's hierarchy of needs personality theory. This theoretical combination resulted in 25 categories, each labeled with a level of prevention and basic human need. Within each category, competencies needed by a nurse in occupational health care were identified, and corresponding academic content was identified and delineated into educational levels (baccalaureate, graduate, and inservice). The theoretical framework was then utilized to assess the content of one baccalaureate nursing program. Data were collected by observing classes over a 3-year period, and a content analysis was conducted. Findings revealed that the theoretical framework provides a method for structuring the curriculum desired and that the methodology can be applied to all aspects of the nursing curriculum. In addition to content analysis, items for an achievement test were developed and a standardization process was started. (SB)

ED 061 435 VT 014 932

Cooperative Education General Related Instructional Units.

Arizona State Dept. of Vocational Education, Phoenix.

Pub Date Jun 70

Note—162p.; June 1970 Revision

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Planning, *Cooperative Education, Human Relations, *Instructional Materials, Resource Materials, *Study Guides, *Vocational Adjustment, Workbooks, *Youth Clubs

Identifiers—DECA, Distributive Education Clubs of America, FFA, FHA, Future Farmers of America, Future Homemakers of America, VICA, Vocational Industrial Clubs of America

Resulting from the efforts of teacher-coordinators in a 3-week workshop, this study guide was designed to help student-trainees adjust to the many factors of the world of work. Including material useful in a general related class, the study guide is arranged in the following 10 units: (1) Introduction To Cooperative Education, (2) Youth Clubs and Parliamentary Procedure, (3) Human Relations, (4) The Relationship Between Health, Safety, and Labor Laws, (5) Managing Your Personal Finances, (6) Business Organization, (7) Labor-Management, (8) Choosing A Career, (9) Seeking Employment, and (10) State Compensation Fund. Also, the study guide is organized to allow the teacher to use the units in any order he chooses. Assignment sheets are provided for each unit. (JS)

ED 061 436 VT 014 933

McLennan, Kenneth Seidenstat, Paul
New Business and Urban Employment Opportunities.

Temple Univ., Philadelphia, Pa.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Note—355p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Business, Economic Development, *Employment Opportunities, *Geographic Distribution, Ghettos, *Industrialization, Labor Market, *Manpower Needs, Unemployment, *Urban Areas

Identifiers—Philadelphia

In an examination of the geographic distribution of the urban demand for labor and its relationship with unemployment in Philadelphia, this study: (1) considers the potential contribution of new businesses in rehabilitating the ghettos, (2) examines the relative attractiveness of different parts of the city to various types of industries, and (3) presents a cross-sectional analysis of the industrial employment structure by geographic area. The study concludes that the city's slow employment growth has been due to a failure to compete with suburban areas for new industries, rather than inadequate growth in existing industries. A policy of attracting new industry is not considered feasible, because economic forces deter business expansion. The findings indicate that policies should be directed toward increasing the productivity and mobility of ghetto residents. Programs such as training and urban transit systems should be given priority. (BH)

ED 061 437 VT 014 953

Chin, Robert And Others
Impact upon the Organization of Hiring the Disadvantaged. Report of a Study of Two Companies.

Boston Univ., Mass. Human Relations Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Note—267p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Business, Case Studies, Culturally Disadvantaged, Disadvantaged Groups, Employee Attitudes, Employment Opportunities, *Employment Programs, Employment Qualifications, *Manpower Utilization, *Minority Groups, *Program Effectiveness, Program Evaluation

This study of company programs to employ disadvantaged and minority people is based on the observations of the investigators and on interviews and questionnaire data obtained from the management and employees of two types of business, service and manufacturing. It examines the ways in which organizational processes, organizational relationships, and employee attitudes were affected by different aspects of program implementation, and should enable key personnel in an organization to anticipate and understand the problems and benefits of such programs. The re-

port describes management and employee forces which initiated and influenced the development of the programs, the nature of their implementation and development, the consequences of events which occurred, and changes in attitudes of company personnel. Recommendations for development and management of such programs are also presented. (Author/BH)

ED 061 438 VT 014 958

Correctional Education: A Bibliography.
Bureau of Prisons (Dept. of Justice), Washington, D.C.

Pub Date Feb 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Correctional Education, Delinquent Rehabilitation, Educational Administration, Educational Philosophy, Program Descriptions, Program Evaluation, Teaching Methods

This bibliography lists over 100 recent publications in correctional education. Entries are listed alphabetically by author under these categories: (1) history and philosophy, (2) organization and administration, (3) program content, (4) methods, (5) general, (6) current trends, and (7) evaluation of programs. Unless otherwise indicated, publications are available on interlibrary loan to state and federal agencies. A publication transmittal sheet is provided for use in submitting copies of any studies which could appropriately be listed in revised editions of this bibliography. (Author/BH)

ED 061 439 VT 014 963

Educational and Vocational Goals of Urban Youth in the South. Southern Cooperative Series.
Southern Regional Committee for Family Life.

Report No.—Bull-136

Pub Date Aug 68

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, Economic Status, Family Characteristics, *Individual Characteristics, Individual Differences, *Occupational Aspiration, Parental Aspiration, Rural Urban Differences, *Southern States, *Urban Youth, Vocational Interests

This cooperative study was conducted by seven southern states to compare educational and vocational goals of 938 urban youths from various backgrounds, along with corresponding parental goals for these children. The factors investigated were sex, level of living, family size, and rural or nonrural background. The study found that: (1) Boys and girls had different goals, (2) Low level of living was associated with low aspirations, (3) Rural-urban differences existed in expectations, (4) Family size was inversely related to expectations, and (5) There were discrepancies in aspirations between parents and children. (BH)

ED 061 440 VT 014 966

Dopp, Joan Nicholson, Athylene
Guidelines for Cooperative Vocational Education in Community Colleges.

Washington State Board for Community Coll. Education, Olympia.; Washington State Coordinating Council for Occupational Education, Olympia.

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Community Colleges, *Cooperative Education, Employers, *Guidelines, *Instructor Coordinators, Manuals, Program Development, Program Evaluation, Program Guides, Program Planning, Teacher Role, Technical Education, *Vocational Education

Identifiers—Washington

Representatives from education, business, industry, labor, and government met in a 3-phase Cooperative Education Workshop to establish common agreement on criteria and improvement of cooperative vocational education in community colleges of the state. With emphasis given to feasibility studies, training agreements, legal implications, and philosophical views, this manual was developed as an aid to administrators and teacher coordinators interested in implementing, evaluating, or developing cooperative programs. Major sections of the manual are: (1) What Is Cooperative Vocational Education, (2) Steps In Planning, (3) Responsibilities Of The Instructor-Coordinator, (4) Responsibilities Of The Employer, (5) Legal Responsibilities, (6) Initiation

and Maintenance of Good Public Relations, and (7) Evaluation Of A Cooperative Vocational Education Program. Also included are several sample work forms used by the coordinator. (JS)

ED 061 441 VT 014 968

Bennett, James Gordon, Jr.

Disadvantaged and Non-Disadvantaged Urban High School Students' Perceptions of Work within General Merchandise Retail Department Stores.

Council for Distributive Teacher Education.; Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Report No.—CDTE-Prof-Bull-Ser-23

Pub Date 71

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Affluent Youth, Career Planning, *Disadvantaged Youth, *Distributive Education, Educational Needs, Occupational Aspiration, Occupational Information, Perception, Research Projects, *Student Opinion, *Urban Youth, Vocational Counseling, *Work Attitudes

This study identifies the perceptions of urban disadvantaged 10th grade students toward employment in distributive education occupations within general merchandise department stores, and compares these perceptions with those held by urban 10th grade students not considered disadvantaged and with those already employed in department stores. Based on analysis of data collected, it was revealed that there are significant differences in perceptions held by students and by workers toward employment in distributive occupations within general merchandise department stores. The study further revealed that the poor work perceptions of youth are a contributing factor to low enrollments in the vocational distributive education programs. Recommendations include the need for: (1) occupational information programs, (2) field trips, (3) basic business courses and junior high school exploratory programs, and (4) the realization among teacher coordinators that disadvantaged students prefer work to welfare. The full dissertation on which this is based is available as ED 033 209. (JS)

ED 061 442 VT 014 976

Crawford, Lucy C.

A Distributive Teacher Education Curriculum Theory Design.

Council for Distributive Teacher Education.; Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Report No.—CDTE-Prof-Bull-Ser-24

Pub Date 71

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Course Content, *Curriculum Design, Curriculum Development, Curriculum Guides, *Distributive Education, Distributive Education Teachers, Educational Philosophy, Educational Theories, *Program Development, Program Evaluation, Teacher Education, *Teacher Education Curriculum

Using a previously validated competency pattern for the teacher coordinator, this research designs a distributive teacher education curriculum to serve as a model that can be modified for individual programs. The design includes a philosophy of distributive teacher education, curriculum planning, and a curriculum design. Also included are: (1) a document showing curriculum structure, (2) a curriculum schedule, (3) source syllabuses for both the undergraduate and graduate levels of instruction, and (4) a plan for evaluating a distributive teacher education program. This study should have significant implications not only for distributive teacher educators but for teacher-coordinators, supervisors, administrators, and other distributive education personnel. Earlier studies are available as ED 032 383 through ED 032 386 and ED 032 435. (Author/JS)

ED 061 443 VT 014 980

Buzek, Joanna, Ed.

Physician Support Personnel in the 70's: New Concepts.

American Medical Association, Chicago, Ill.

Pub Date 71

Note—54p.; Presentations at the National Information Conference on Physician Support Personnel (1st, March 1970)

Available from—American Medical Association, 535 N. Dearborn Street, Chicago, Illinois 60610

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, *Health Personnel, *Manpower Development, *Manpower Needs, *Manpower Utilization, Medical Education, *Physicians Assistants, Subprofessionals

The concept of the physician's assistant has become a topic of heightened concern and discussion as illustrated by the papers in this publication which reflect the interests of government, allied medical educators, and organized medicine in developing the concept as a new health manpower resource. Papers are: (1) "The Research and Development Approach to Health Manpower" by P. J. Sanazaro, (2) "Physician Support Personnel: Economic Implications" by C. N. Theodore, (3) "New Manpower Applications: Developmental Problems" by T. F. Zimmerman, (4) "Production Resources: Implications for Education Settings" by J. W. Perry, (5) "Guidelines for Development of New Health Occupations" by T. C. Points, (6) "Development of Physician Support Personnel: Manpower Utilization" by D. R. Howard, (7) "Allied Health Workers in Pediatric Practice" by J. P. Connelly, (8) "Health Manpower Programs: Santa Clara County Medical Society" by J. Donovan, (9) "The Allied Health Professional" by J. Hamburg, (10) "MEDEX: A New Manpower Resource" by R. A. Smith, and (11) "The Anesthesia Technologist" by J. E. Steinhaus. (SB)

ED 061 444 VT 014 984

Elementary School Industrial Arts Interaction Technology for Children. A Positive Approach to Education for a Changing Society.

Louisiana State Dept. of Education, Baton Rouge.

Report No.—Bull-1207

Pub Date 72

Note—77p.; Prepared by the Division of Vocational Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Career Education, *Curriculum Development, Educational Philosophy, *Elementary Education, *Industrial Arts, Learning Activities, Program Guides, *Resource Guides, Resource Materials, Teaching Techniques

Identifiers—World of Work

Prepared by the vocational education division of a state department of education and compiled by industrial arts educators, this resource guide provides a conceptual basis for the elementary teacher using industrial arts as a means of introducing children to industrial processes and orienting them to the physical and material world. Included in the guide are manipulative activities and experiences that will help to broaden the child's knowledge about the interdependence of people and the world of work as it involves them and their families. Seven categories of elementary industrial arts programs are briefly outlined: limited and comprehensive classroom, laboratory, traveling teacher, mobile and central laboratory, and summer school enrichment programs. An example of a resource unit for primary level is given in detail including: (1) purposes, (2) learning activities, (3) skills developed, and (4) resource materials. Included in the guide are: (1) a list of safety rules for the teacher, (2) source of supplies, (3) an evaluation checklist, (4) suggestions for furniture, (5) an outline for organizing instructional plans and (6) one for studying basic raw materials of industry. (JS/n.)

ED 061 445 VT 014 986

Wrey, Ralph D.

Roles and Program Content for Recruiting Distributive Education Teacher-Coordinators.

Council for Distributive Teacher Education.; Illinois State Univ., Normal. Dept. of Business Education.

Report No.—CDTE-Prof-Bull-Ser-22

Pub Date 71

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Distributive Education, *Instructor Coordinators, *Program Content, Program Development, Responsibility, *Role Perception, State Supervisors, Teacher Educators, *Teacher Recruitment, Teacher Role

Guidelines for a program for recruiting distributive education teacher-coordinators are

developed in this study. In determining the content of the recruiting program, the study focused on the roles and responsibilities of the various participants in the process: local teacher-coordinators, teacher educators, and state supervisory staff. A questionnaire survey of these three groups as they are found in Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin) provided data which revealed that the distributive education personnel were in agreement concerning six areas of responsibility that should be assumed by teacher-coordinators, four that should be assumed by teacher educators, and three that should be assumed by state supervisors. There was also agreement concerning 10 types of information that should be included in the recruitment program content. The study offers eight recommendations for the recruitment of DE teacher coordinators, including the need for on-campus "open-houses" to be held periodically to which teachers in the field may bring interested students. (JS)

ED 061 446 VT 014 987

Summaries of Research Studies in Agricultural Education, Southern Region, 1970-71.

Louisiana State Univ. and A and M Coll. System, Baton Rouge. School of Vocational Education.

Pub Date 71

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Agricultural Education, *Agricultural Research Projects, *Annotated Bibliographies, Doctoral Theses, *Educational Research, Masters Theses, Vocational Education

Identifiers—Southern Region

This compilation of research in agricultural education contains abstracts of studies completed during 1970-71 in the American Vocational Association Southern Region. The abstracts are arranged alphabetically by author and include the purpose, methodology, and findings. Studies are available on loan from university libraries and departments. In addition, a listing of research studies in progress for 1971-72 is provided. (SB)

ED 061 447 VT 014 988

Jurgenson, Elwood M., Comp.

Summaries of Studies in Agricultural Education, Pacific Region, 1970-71. An Annotated Bibliography of Studies in Agricultural Education.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Pub Date Dec 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Agricultural Education, *Agricultural Research Projects, *Annotated Bibliographies, Doctoral Theses, *Educational Research, Masters Theses, Vocational Education

Identifiers—Pacific Region

This compilation of research in agricultural education contains abstracts of studies completed during 1970-71 in the American Vocational Association Pacific Region. The abstracts are arranged alphabetically by author and include the purpose, methodology, and findings. Studies are available for loan from university libraries or departments. In addition, a listing of research studies in progress during 1970-71 and guidelines for preparing an abstract are provided. (SB)

ED 061 448 VT 014 999

Index to Publications of the Manpower Administration (January 1969 Through June 1971).

Manpower Administration (DOL), Washington, D.C.

Pub Date 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Federal Government, Federal Programs, *Government Publications, *Indexes (Locators), Labor Laws, Labor Market, *Manpower Development

Identifiers—*Manpower Administration

This index lists all publications issued by the Manpower Administration for public information from January 1969 through June 1971. The 600 entries of publications, reports, and articles are organized by major subject. Present availability and price are included for each publication and journal source for each article. (BH)

ED 061 449

VT 015 007

Tracy, Robert G. And Others

A Study of the Relationship between Military Service in the Armed Forces and Criminality. Criminal Justice Monograph Vol. III, No. 1. Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Spons Agency—Criminal Justice Council of Texas.

Pub Date 71

Note—93p.

Available from—Institute of Contemporary Corrections, Sam Houston State University, Huntsville, Texas 77340

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Comparative Analysis, Correctional Rehabilitation, *Corrective Institutions, *Crime, Criminology, *Military Service, Prisoners, Social Factors, Social Psychology, *Veterans, *Violence

To determine the effects of military service on subsequent criminal behavior, especially violent crimes, this study compared veteran and non-veteran felons incarcerated at the Texas Department of Corrections. Available programed data on inmates born since 1930 were supplemented by interview and questionnaire data on 200 veterans concerning military experience and offense committed. Although statistically significant differences were discovered in social, criminal history, and institutional characteristics of veteran and non-veteran felons, no important differences were found in the types of crime committed. The hypothesized relationship between military service and specific criminality was rejected. Further research was recommended to evaluate the potential of specialized rehabilitation for the ex-serviceman felon. (BH)

ED 061 450

VT 015 009

Stracensky, Gary C. And Others

Texas Jails—Problems and Reformation. Criminal Justice Monograph Vol. III, No. 4.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Spons Agency—Criminal Justice Council of Texas.

Pub Date 70

Note—182p.

Available from—Institute of Contemporary Corrections, Sam Houston State University, Huntsville, Texas 77340

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Problems, Budgeting, *Corrective Institutions, Facility Improvement, *Organizational Change, Personnel, Prisoners, *Program Improvement

Identifiers—*Texas

This study provides an overview of the status of jails and inmate populations in Texas in order to identify and solve existing problems. Analysis of the distribution of inmates among the 325 jails indicates that Texas has too many local jails for its total inmate population. Most of the jails lack adequate medical, recreational, or educational facilities. Recommendations are included to regionalize misdemeanor corrections, with emphasis on inspection standards and legal considerations. A proposed plan for a "modular" regional detention facility includes provision for work release units, and education and technical/vocational modules. (BH)

ED 061 451

VT 015 013

McCracken, J. David

Targeted Communications for Instituting Vocational Placement and Followup. Final Report and Appendixes A-C. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Practice Improvement.

Bureau No—BR-1-0214

Pub Date 29 Feb 72

Grant—OEG-0-71-2850

Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, Career Education, Change Agents, Educational Change, *Educational Improvement, Evaluation Methods, Followup Studies, Graduate Surveys, *High School Graduates, Information Dissemination, *Job Placement, Program Evaluation, Research Projects, Teacher Education, *Vocational Education, *Vocational Followup

Identifiers—Educational Resources Information Center, ERIC

To provide substantive and methodological information concerning systematic vocational placement and followup to individuals responsible for educational program change, a project was conducted to develop three publications, each for different audiences: (1) school board members, (2) teacher educators, and (3) local school personnel. Information needs were identified during ad hoc meetings with representatives of the target groups. The information base for the project included: (1) literature identified through Educational Resources Information Center (ERIC) and other systems, (2) existing programs, and (3) the knowledge and experience of employees, school board members, and educators involved with the project. This final report describes the three targeted papers and the procedures used and makes recommendations to improve information dissemination. Sample questionnaires, a bibliography, and letters of permission from school districts are appended. The interim report containing the targeted papers is available as VT 015 018 in this issue. (Author/BH)

ED 061 452

VT 015 015

Bobbitt, Frank

Project REMEDY: Rural Education in Michigan Especially for Disadvantaged Youth.

Michigan State Univ., East Lansing. Rural Manpower Center.

Report No—RMC-R-26

Pub Date Dec 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Educational Improvement, Inservice Teacher Education, *Program Effectiveness, *Rural Schools, *Secondary Grades, Teacher Attitudes, Teaching Methods, *Vocational Education

Identifiers—Michigan, *Project REMEDY

This study was conducted to develop methods of providing effective vocational education for disadvantaged students in rural areas, including improvement in vocational educators' attitudes and teaching methods with respect to teaching the disadvantaged. A random sample of 20 rural high schools in northwest Michigan with less than 400 students in Grades 9 through 12 was divided equally into a control and an experimental group. Vocational teachers from 18 of the schools participated in the study. Two Likert-Type scales were used to measure teachers' attitudes toward teaching the disadvantaged and the attitudes of the disadvantaged students toward vocational education. An additional instrument was developed to determine teachers' knowledge about teaching disadvantaged youth. Following an in-service program, teachers were again tested for attitude and knowledge. From the findings, the study concluded that an in-service teacher education program can significantly increase the effectiveness of vocational education for disadvantaged students in a heterogeneous classroom and should be encouraged. Finding that there were often too few disadvantaged students in any one class to justify a separate class for those with special needs, the study recommended that programs for the disadvantaged in small rural schools be part of regular vocational programs. (BH)

ED 061 453

VT 015 016

Bobbitt, Frank Letwin, Linda

Techniques for Teaching Disadvantaged Youth in Vocational Education.

Michigan State Univ., East Lansing. Rural Manpower Center.

Report No—RMC-Spec-Pap-14

Pub Date Dec 71

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Counseling, Curriculum Development, *Disadvantaged Youth, *Educational Needs, Educational Problems, Program Evaluation, Reference Materials, *Resource Materials, Secondary Grades, Student Motivation, Teacher Attitudes, *Teaching Methods, Teaching Techniques, *Vocational Education, Vocational Education Teachers

Developed through a college curriculum department, this publication provides vocational teachers with a practical reference on problems relating to educating disadvantaged students. The underlying theme is that the teacher is the major factor in the success of any program for the disadvantaged. Several aspects of the problem are considered, including: (1) identification of the

disadvantaged and their needs, (2) motivation, (3) teacher student relationship, (4) counseling, (5) grouping disadvantaged students, (6) curriculum, (7) teaching methods, (8) program evaluation, and (9) available federal resources. (BH)

ED 061 454

VT 015 018

McCracken, J. David And Others

Targeted Communications for Instituting Vocational Placement and Followup. Interim Report. Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Practice Improvement.

Bureau No—BR-1-0214

Pub Date 31 Dec 71

Grant—OEG-0-71-2850

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Education, Change Agents, Educational Change, *Educational Improvement, Evaluation Methods, Followup Studies, Graduate Surveys, *High School Graduates, Information Dissemination, *Job Placement, Program Evaluation, Research Projects, Teacher Education, *Vocational Education, *Vocational Followup

Identifiers—Educational Resources Information Center, ERIC

To provide substantive and methodological information concerning systematic vocational placement and followup to individuals responsible for educational program change, a project was conducted to develop three publications, each for different audiences, including school board members, teacher educators, and local school personnel. Information needs were identified during ad hoc meetings with representatives of the target groups. The information base for the project included: (1) literature identified through Educational Resources Information Center (ERIC) and other systems, (2) existing programs, and (3) the knowledge and experience of employees, school board members, and educators involved with the project. Publications were developed according to the format specified by the target audience representatives. The three publications are: (1) "Placement and Followup of Secondary School Vocational Education Students," by Melvin D. Miller and Wesley E. Budke, (2) "Is Your School Meeting Students Needs: Job Placement, Student Followup," and (3) "Job Placement and Student Followup: Information for Vocational Teacher Educators," by Melvin D. Miller and Wesley E. Budke. The publications are appended. The final report is available as VT 015 013 in this issue. (Author/BH)

ED 061 455

VT 015 019

Coleman, James S. And Others

White and Black Careers during the First Ten Years of Work Experience: A Simultaneous Consideration of Occupational Status and Income Changes.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—JHU-R-123

Bureau No—BR-6-1610

Pub Date Dec 71

Grant—OEG-2-7-061610-0207

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Career Choice, *Career Opportunities, Employment Experience, Negro Employment, *Negroes, *Occupational Aspiration, *Racial Differences, Salary Differentials, *Socioeconomic Status

This analysis examined the major differences in patterns of occupational achievement of blacks and whites during the first decade of labor force experience after last leaving full-time schooling. In large part, the analysis was designed to examine differences in the processes underlying the attainment of two dimensions of achievement, status, and income. The analysis showed directly what the earlier separate analyses of status and income had implied: for whites, status is the dimension of occupational achievement to which background resources are more fully directed, while for blacks, income is the dimension toward which these resources are utilized. The difference between blacks and whites holds both for the initial job and for the job held 10 years later. The strategy of whites—using background resources to

obtain jobs in which status is higher relative to income—has long-range implications not just for status but for income, to a much greater extent than is true for blacks. This difference between blacks and whites in the utility of background resources is especially evident in the case of educational attainment. A related study is available as VT 015 025. (Author/BH)

ED 061 456 VT 015 022

Richmond, Mark S.
Classification of Jail Prisoners.
Bureau of Prisons (Dept. of Justice), Washington, D.C.

Pub Date 71

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, *Classification, *Corrective Institutions, Institutional Administration, *Prisoners

This report describes the design and experimental use of a system for classifying jail prisoners. The report identifies the information which the jailer needs to know about his prisoners and his use of that information in decision-making. Although the system was tested for only 60 days in six jails, the preliminary findings indicate that a classification system is feasible. (BH)

ED 061 457 VT 015 023

Computer and Electronic Data Processing Manpower and Educational Requirements in Indiana.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Report No.—Manpower Rep-71-3

Pub Date 21 Sep 71

Note—63p.

Available from—Purdue University, Office of Manpower Studies, Building A South Campus Court, Lafayette, Indiana 47907 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Science, Computer Science Education, *Data Processing Occupations, *Educational Needs, *Electronic Data Processing, *Job Skills, *Manpower Needs, Occupational Information, Occupational Surveys, Post Secondary Education

Identifiers—*Indiana
This survey was conducted to identify the types and numbers of computer and electronic data processing (EDP) personnel that are needed in Indiana, together with their knowledge and experience requirements. Over 1,000 businesses and government agencies received questionnaires requesting information on: (1) type of EDP operation and system, (2) hardware, (3) functions/utilization, (4) software, (5) manpower, (6) level of understanding required, and (7) curriculum objectives. On the basis of 432 responses, conclusions are presented regarding the kinds of equipment and computer languages in use and their expected future importance. The educational program objectives for the associate and bachelor's degree in computer technology are also identified and rank-ordered. (BH)

ED 061 458 VT 015 024

Zener, Thelma Baldwin Schnuelle, Leslie
An Evaluation of the Self-Directed Search: A Guide to Educational and Vocational Planning.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—JHU-R-124

Bureau No.—BR-6-1610

Pub Date Feb 72

Grant—OEG-2-7-061610-0207

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, Decision Making, *Evaluation Criteria, High School Students, *Occupational Choice, Occupational Guidance, *Self Evaluation, *Testing, Test Reliability, Test Validity, Vocational Counseling, Vocational Interests

Identifiers—Self Directed Search

In an evaluation of the Self-Directed Search (SDS), a self-administered vocational counseling experience based on Holland's theory of vocational choice and his occupational classification, a total of 1,092 students in 10th, 11th, and 12th grades in four high schools were divided into three treatment groups. One group took the regular, published version of the SDS, while the

second group took a version of the SDS which did not contain the "self-directed" aspects. The third group served as a control, receiving no treatment. Evaluative criteria were selected that would assess the special effects of the SDS as well as effects commonly expected from more typical vocational counseling procedures. Results revealed that both versions of the SDS were effective in increasing the number of occupations being considered, but students taking the published version were considering more appropriate occupations based on their activities, competencies, interests, and self-ratings than those who took the non-self-directed version. In addition both versions of the SDS were effective in increasing satisfaction and certainty about vocational plans, and the effectiveness of both versions was evaluated as moderately positive by the students. Sample student interest questionnaire, opinion form, and vocational guidance questionnaires are appended. (Author/SB)

ED 061 459 VT 015 025

Blum, Zahava D.

Income Changes during the First Ten Years of Occupational Experience: A Comparison of Blacks and Whites.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—JHU-R-122

Bureau No.—BR-6-1610

Pub Date Dec 71

Grant—OEG-2-7-061610-0207

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Career Choice, Career Opportunities, Employment Experience, *Income, Negro Employment, *Negroes, Occupational Aspiration, *Racial Differences, Salary Differentials, *Socioeconomic Status

This analysis of income changes is based on retrospective life history data collected from white and black men, 30-39 years old in 1968. Educational level is shown to be the most important determinant of initial income for both blacks and whites, but the relationship is weaker for whites than for blacks. Ten years later, education shows a stronger relation to growth in income for whites than for blacks. The differential impact of levels of education and other background resources on initial income and income 10 years later is examined. For initial income, black resources are more efficacious than those of whites, but the greater average resource levels of whites creates an initial income difference in favor of whites. Ten years later, the efficacy of white background resources for income growth is greater than that for blacks. Intervening events and experiences, whose efficacy favors blacks, keep the income gap from becoming even wider. A comparison of this income analysis with a previous analysis of occupational status suggests that whites may be using their resources to obtain jobs with a high status, with the expectation that the job status will in the long run bring high income, while blacks are doing the opposite. Testing of the effectiveness of such a strategy (if it is a conscious strategy) indicates that it is effective for whites, while it would be much less so for blacks. A related study is available as VT 015 019. (Author)

ED 061 460 VT 015 026

Richmond, Mark S., Ed. Aderhold, George W., Ed.

New Roles for Jails: Guidelines for Planning.

Bureau of Prisons (Dept. of Justice), Washington, D.C.

Pub Date Jun 69

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Community Programs, *Corrective Institutions, Facility Case Studies, *Guidelines, *Institutional Administration, *Institutional Role, Program Development, Program Planning

Addressed primarily to planners facing the challenge of changing both the directions and scope of services provided by community jails, this report describes the trends and alternative ways of dealing with offenders which bear directly on future jail operations. The report considers jail functions, administrative models, and physical design. (BH)

ED 061 461

VT 015 030

Manpower and Planning.

Industrial Relations Counselors, Inc., New York, N. Y.

Report No.—Indus-Rel-Monog-31

Pub Date 70

Note—170p.; Papers presented at the IRC Symposium, Morristown, New Jersey, Sept. 23-27, 1968

Available from—Industrial Relations Counselors, Box 228, New York, New York 10036 (\$4.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Career Choice, Economic Progress, *Employment Projections, *Human Capital, Human Resources, *Investment, Labor Economics, *Labor Market, *Manpower Needs, Manpower Utilization, Research Methodology, Scientific Personnel

Identifiers—*Manpower Planning

In recent years emphasis has shifted from physical to human capital as a key factor in economic growth. Both government and business have intensified efforts at manpower planning to improve the utilization of human resources. These papers by representatives of government and business cover various aspects of labor market efficiency. The nine papers include: (1) Investing in Human Resources, (2) Government Techniques for Projecting Occupational Manpower Needs, (3) A Company Technique for Estimating Future Manpower Requirements, (4) Accommodating Short-Term Fluctuations to Long-Term Manpower Planning, (5) Dealing with Imbalances in the Labor Market for Scientists and Engineers, (6) Fulfilling Requirements for Specialized Manpower, (7) Evolution of Career Paths, (8) Converting Hard-Core Unemployed into Productive Contributors, and (9) The Task Force Approach to Effective Manpower Utilization. (BH)

ED 061 462 VT 015 035

The Residential Center: Corrections in the Community.

Bureau of Prisons (Dept. of Justice), Washington, D.C.

Pub Date 70

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Programs, Community Services, Correctional Rehabilitation, Corrective Institutions, *Criminals, *Program Administration, *Program Planning, *Rehabilitation Centers, Residential Centers, Social Adjustment

Sometimes called "halfway houses," the residential centers provide correctional services needed in the transition of selected offenders from prison terms to productive roles in society. Their task includes building solid ties between the offender and the community, integrating him into community life, restoring family ties, and obtaining employment and education. The success of a community residential center for offenders depends on careful planning and administration. This pamphlet describes the principles and details of the planning and operation of residential centers. Special attention is given to the importance of a careful definition of the purposes of a center before planning begins. (Author/BH)

ED 061 463 VT 015 056

Hyer, Anna L. And Others

Jobs in Instructional Media Study (JIMS). Final Report.

National Education Association, Washington, D.C. Educational Technology Div.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0688

Pub Date Sep 71

Grant—OEG-0-8-080688-4494(085)

Note—524p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Adult Vocational Education, *Career Ladders, *Instructional Media, *Job Analysis, Manpower Development, Media Research, *Media Specialists, Occupational Information, Occupational Surveys, Subprofessionals

Identifiers—JIMS, *Jobs in Instructional Media Study

To meet the need for instructional media support personnel with training relevant to the tasks performed, jobs were analyzed and guidelines for job structures and training curriculums were

developed. Over 2,000 tasks were organized in matrix form to analyze both what the worker does and what gets done. The resulting data bank is useful for job and curriculum design and for providing occupational information to counselors. An annotated listing of programs to train media technicians in fifteen 2-year colleges is included. The interim report is available as ED 037 088. (BH)

ED 061 464 VT 015 061
Forecasting Guide: Employment/Enrollment. A
Guide to Assist Vocational Educators in
Planning Programs to Meet Manpower Needs.

Washington State Coordinating Council for Occupational Education, Olympia.
Spons Agency—Office of Education (DHEW), Washington, D.C.

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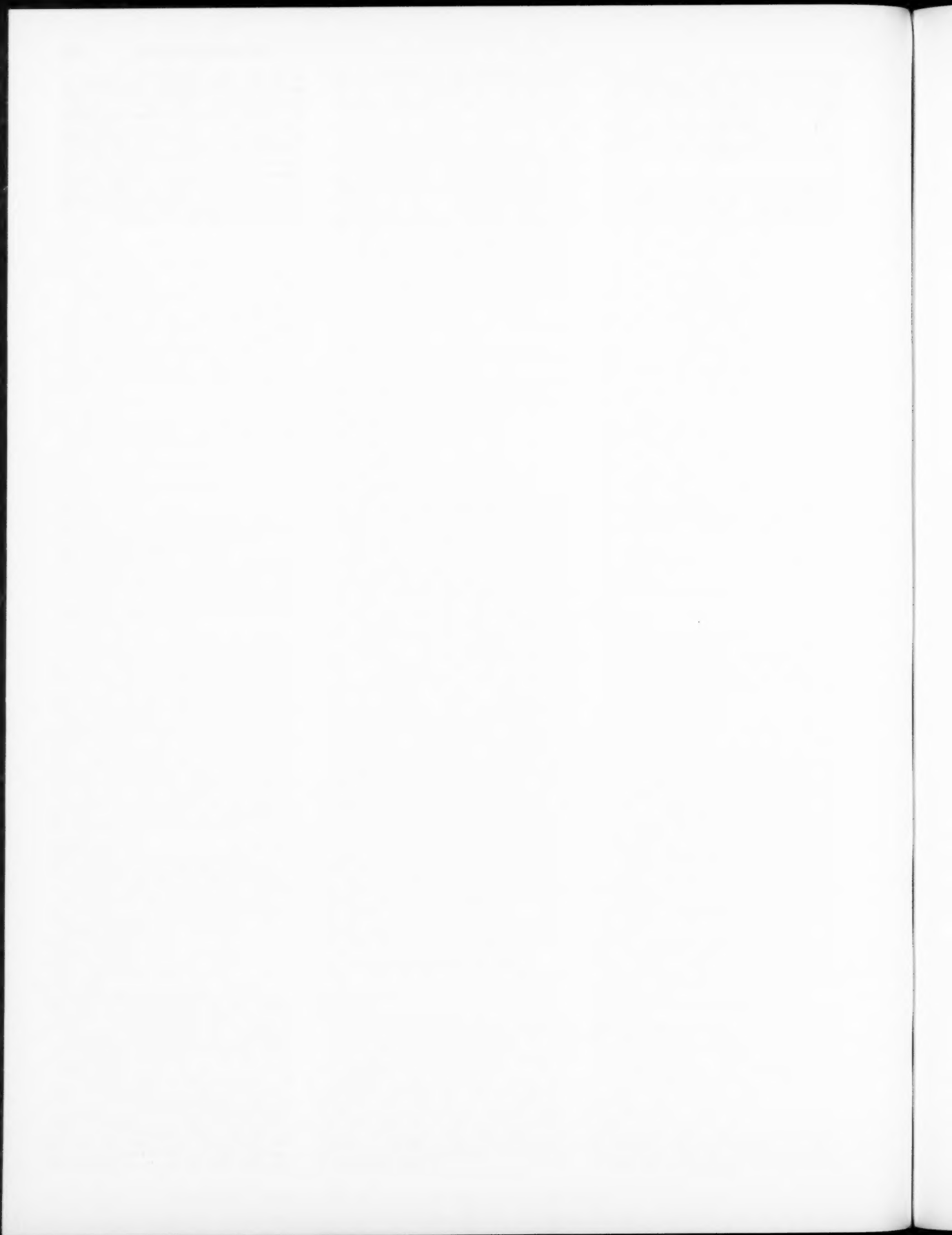
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Descriptors—*Educational Planning, Employment Projections, *Employment Trends, *Enrollment Trends, Labor Market, *Manpower Needs, *Vocational Education

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Vocational education programs must provide

for the development of competencies required by the labor market. Long-range planning is required to offset the time lags inherent in program development. This report forecasts the potential total vocational education enrollment in a state-wide comprehensive school system and the potential enrollment in selected occupations based on projections of the labor force composition. The analysis of the data compares labor force trends to enrollment trends, enrollment trends to output trends, and employed output trends to estimated demand trends. Sample data work sheets and data sources are included. (Author/BH)



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Cabinetmaker (Woodworking) 660.280 -- Technical Report on Development of USTES Aptitude Test Battery.

ED 061 305

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- ED 061 304
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- ED 061 332
Clicking-Machine Operator (boot & show; leather prod.) 6-62.055--Technical Report on Standardization of the General Aptitude Test Battery.
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Coil Assembler 6-94.515; Unit Assembler 8-93.41; Unit Assembler 8-94.51 -- Technical Report on Standardization of the General Aptitude Test Battery.
- ED 061 307
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Crusher Inspector (Iron and Steel) 631.381; Mill-End Inspector (Iron and Steel) 619.381; Mill Inspector (Iron and Steel) 619.381; Pipe and Coupling Sizer (Iron and Steel) 619.381; Pipe Walker (Iron and Steel) 619.381; Thread Inspector (Iron and Steel) 619.687 -- Technical Report on Standardization of the General Aptitude Test Battery.
- ED 061 302
Director, Funeral 0-65.20; Embalmer 0-65.10 -- Technical Report on Standardization of the General Aptitude Test Battery.
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Egg Candler (any ind.) 7-76.110 -- Technical Report on Standardization of the General Aptitude Test Battery.
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Employment Clerk 205.368 -- Technical Report on Standardization of the General Aptitude Test Battery.
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Fork-Lift-Truck Operator (any ind.) 922.883--Development of USES Aptitude Test Battery.
- ED 061 335
Fruit Sorter (agric.; can. & preserv.; whole tr.) 9-68.60; Cherry Sorter 9-68.60; Olive Sorter 9-68.60; Packer (agric.) 9-68.35; Apple Packer 9-68.35; Cherry Packer 9-68.35; Citrus-Fruit Packer 9-68.35; Plum Packer 9-68.35 -- Technical Report on Standardization of the General Aptitude Test Battery.
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- ED 061 315
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Paper Sorter and Counter 6-41.904; Technical Report on Standardization of the General Aptitude Test Battery.
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Paster (brick and tile) 773.884; Tile Placer (brick and tile) 573.687; Tile Sorter (brick and tile) 573.887 -- Technical Report on Standardization of the General Aptitude Test Battery.
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Cross Reference Index

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The following clearinghouse prefixes are used:

AA — Leasco Systems and Research
AC — Adult Education
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences

PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January through June 1972 issues of *Research in Education (RIE)*:

AEROSPACE EDUCATION 140
UF Aerospace Science Education

AESTHETIC EDUCATION 140
UF Aesthetic Development

Career Development
USE VOCATIONAL DEVELOPMENT

CONFIDENCE TESTING 190
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

CUTTING SCORES 190
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose
UF Critical Scores

DESENSITIZATION 420
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

Diplomacy
USE FOREIGN RELATIONS

Diplomatic Policy
USE FOREIGN POLICY

DISARMAMENT 480
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060
UF Dissensus

DRUG EDUCATION 140
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

International Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure, and properties of the moon
UF Lunar Exploration

Military Policy
USE FOREIGN POLICY

OPEN EDUCATION 140
UF Open Schools

PEACE 480
UF International Peace
World Peace

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians

POLISH AMERICANS 380

POPULATION EDUCATION 140
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society

PUPPETRY 030
UF Puppets
Puppet Shows

SEX DISCRIMINATION 480
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units
USE METRIC SYSTEM

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

UPPER DIVISION COLLEGES 470
SN A college offering junior, senior, and graduate level courses only

VISUAL AIDS 050
UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment

WAR 480
UF Civil War
Conventional Warfare
International War
Unconventional Warfare

Special Notices

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November 1966—December 1967

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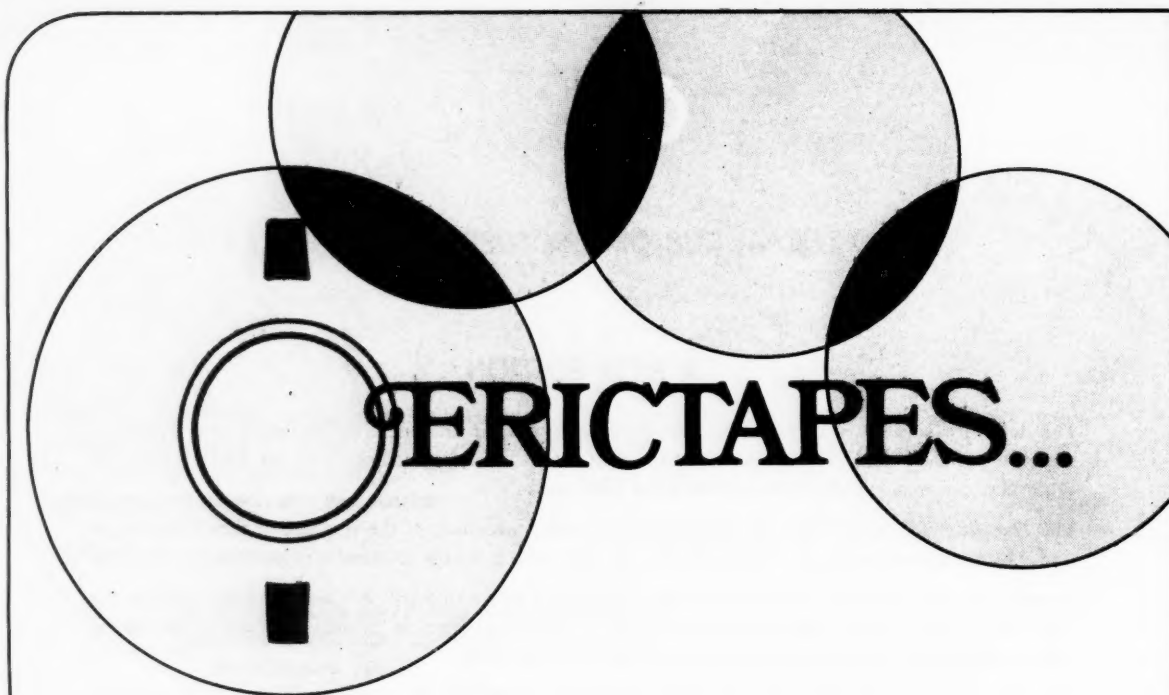
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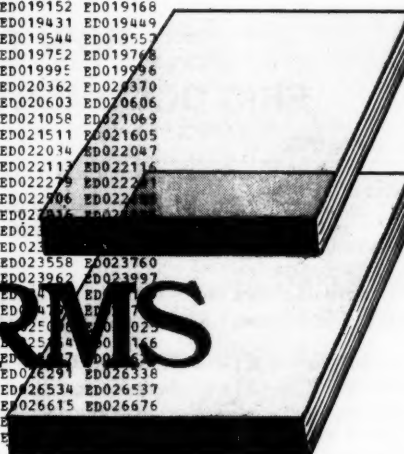
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